# DOCUMENT RESUME

ED 414 979 JC 980 054

| | |
|---|---|
| AUTHOR | McCown, Laurie; Fanning, Erin; Eickmeyer, Barbara |
| TITLE | Assessment Program Technical Progress Report, 1996-1997. |
| INSTITUTION | Coconino Community Coll., Flagstaff, AZ. |
| PUB DATE | 1997-09-00 |
| NOTE | 185p. |
| PUB TYPE | Reports - Research (143) |
| EDRS PRICE | MF01/PC08 Plus Postage. |
| DESCRIPTORS | Annual Reports; College Outcomes Assessment; *College Planning; Community Colleges; *Educational Assessment; Educational Improvement; Educational Quality; Educational Strategies; Evaluation Criteria; Evaluation Methods; *Institutional Evaluation; Institutional Mission; Models; Organizational Objectives; Pilot Projects; Professional Development; Program Effectiveness; Program Evaluation; *School Effectiveness; Self Evaluation (Groups); Two Year Colleges |
| IDENTIFIERS | *Coconino Community College AZ |

ABSTRACT

Coconino Community College (CCC) annually assesses its institutional effectiveness to demonstrate its commitment to improving programs and services to students. The 1996-97 Assessment Program Technical Progress Report records the assessment and institutional activities enacted during the academic year, detailing the assessment model, timelines, accomplishments, and opportunities for improvement. It includes implementation and outcome information for the following areas: principal committee for institutional effectiveness, professional development, mission-level indicators, program-level review, general education, classroom-level assessment, data systems, pilot projects, and other CCC committee accomplishments. The report concludes with areas for improvement and a report summary. Appendices contain additional material about assessment terms, columns in the college newsletter (CocoNotions), program review reports, new pilot project proposals, pilot project results and CCC 1996-97 year-end reports. (YKH)

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ED 414 979

# COCONINO COMMUNITY COLLEGE

## ASSESSMENT PROGRAM
## TECHNICAL PROGRESS REPORT

## 1996-1997

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# 1996 - 1997

# Assessment Program

# Technical Progress Report

Prepared by Laurie McCown, Erin Fanning, and Barbara Eickmeyer
Principal Committee for Institutional Effectiveness

This material may be made available in an alternative format upon request by contacting
the Disability Resources Office at (520) 527-1222, Ext. 243.

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# Introduction

## PURPOSE OF REPORT

Coconino Community College (CCC) continues to demonstrate its commitment to improving programs and services to students by assessing its institutional effectiveness. Our assessment program is still in its infancy stages, yet we feel that we have made tremendous progress in raising awareness of assessment activities and measuring our institution's effectiveness. As our assessment program continues to develop, we are aware of the need to archive and document the process, in order to keep on track and make any necessary adjustments to our course of action.

Our goal in this *Assessment Program Progress Report* is to record the assessment and institutional activities that have taken place during the 1996-97 academic year. The Principal Committee for Institutional Effectiveness (PIE) determined that this method of documentation will assist us in decision making and planning. For the sake of consistency, we have included portions of the 1995-96 *Assessment Program Progress Report.*

This report contains details about the following:

- Assessment Model
- Assessment Timelines
- Assessment Accomplishments during 1996-97
- Assessment Opportunities for Improvement.

This report also includes implementation and outcomes information for the following areas:

- Professional Development
- Mission Level Indicators
- Program Level Review
- General Education
- Classroom Level Assessment
- Data Systems
- Pilot Projects
- Accomplishments of Other CCC Committees.

The report concludes with Improvement Areas and a Report Summary. Appendices include additional material about Assessment Terms, Columns in the College Newsletter (CocoNotions), Program Review Reports, New Pilot Project Proposals, Pilot Project Results, and CCC 1996-97 Year-End Reports.

# Executive Summary

## ASSESSMENT CHARGE

Coconino Community College (CCC) recognizes and has been committed to its responsibility of assessing student academic achievement and demonstrating institutional effectiveness to its beneficiaries and constituents since offering its first courses in 1991. Efforts toward identifying assessment methods and implementing a timeline have been in process since 1994, when the Vice President for Educational Services challenged faculty and staff to develop the *CCC Assessment Plan*.

## ASSESSMENT PROGRAM

In 1994-95, a group of faculty and staff, called the Assessment of Student Academic Achievement (ASAA) project team, prepared the *CCC Assessment Plan*. This document was published and distributed in July 1995.

The *1995-1996 Assessment Program Progress Report* was prepared in Fall 1996, documenting the goals, accomplishments, and intentions of CCC's assessment and institutional effectiveness efforts.

## 1996-1997 ACCOMPLISHMENTS

- The first annual *Assessment Program Progress Report* was prepared in response to NCA's request. It was submitted and received by NCA.

- The *1995-1996 Assessment Program Progress Report* was submitted and accepted by ERIC Documents Clearinghouse for Community Colleges.

- The PIE Committee sponsored workshops on assessment activities, general education assessment, classroom assessment techniques, and program level assessment..

- "Intent to Survey" procedures were developed and approved.

- An institutional assessment inventory was conducted.

- General education was targeted as a program area for assessment efforts.

- Data systems to support assessment were identified and development began.

- Pilot projects were continued, and new pilot projects conducted for a "freshman" student survey, retention data, ENG 101 outcomes project, and the "completer" student survey.

## RESPONSE TO NCA EVALUATION

In November 1996, Coconino Community College submitted its *1995-1996 Assessment Program Progress Report* in response to a request by the North Central Association of Colleges and Schools (NCA) during its recent accreditation process. In a letter dated December 2, 1996, Stephen D. Spangehl of North Central Association included a Staff Analysis of Institutional Report stating the following:

> Institution: Coconino County Community College, Flagstaff, AZ
>
> Executive Officer: Dr. V. Philip Tullar, President
>
> Previous Commission Action RE: Report: a report due on 12/1/96 focused on the Assessment Plan
>
> Report Received: November 11, 1996
>
> Items Addressed in Report: The report consists of three spiral-bound volumes: "Assessment Program Executive Report," "1995-1996 Assessment Program Technical Progress Report," and "Tools, Techniques, & Strategies for Assessing Student Success in the Classroom."
>
> Staff Analysis: The "Assessment Program Executive Report" addresses each of the 1995-96 comprehensive evaluation team's concerns about Coconino County Community College's assessment efforts. It notes that the College has developed a more complete timeline than it had previously, has made progress in developing data systems and institutional research functions to support assessment, and has an active Principal Committee for Institutional Effectiveness (PIE) with responsibility for ongoing oversight of the program.
>
> The 150-plus page "1995-1996 Assessment Program Technical Progress Report" provides much information about the current program at Coconino County Community College: in addition to a general outline of the College's assessment program, it describes learning goals for groups of courses, catalogs data sets now available, lists a variety of specific assessment projects already undertaken, includes samples of internal institutional communications about assessment, and summarizes the improvements already attributed to assessment. Appendices present a sampling of the many directions the College is considering for future investigations of its students' academic achievement.
>
> "Tools, Techniques, & Strategies for Assessing Student Success in the Classroom" is an excellent and useful compilation of "classroom assessment" instruments and ideas. Its availability and use should help to strengthen the receptivity of faculty and others for more formal and rigorous supra-course assessment. Classroom assessment, useful as it is, cannot provide the institution with sufficient and credible information about its students' overall academic achievement.

Taken together, these three documents indicate that Coconino County Community College has clearly taken the assessment of student learning as a serious collegiate responsibility. The Institution should have copious and persuasive evidence in 2000-2001 to show the next comprehensive Evaluation Team that the College is effectively assessing what its students are learning and using the information it gathers to improve its teaching-learning processes.

Staff Action: Accept the report focused on the Assessment Plan. ... The College's next comprehensive evaluation is scheduled for 2000-01.

## ERIC DOCUMENT

The *1995-1996 Assessment Program Technical Progress Report* was submitted to the ERIC Clearinghouse for Community Colleges. In a letter dated January 28, 1997, the processing coordinator indicated the document had been accepted and "reviewers feel that it will make a valuable addition to the ERIC collection."

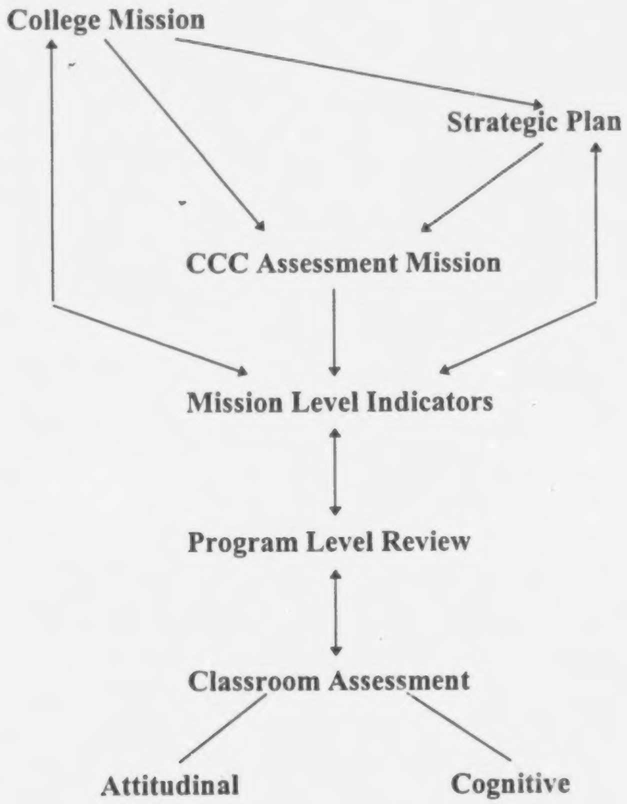
# CCC Assessment Model

## ASSESSMENT AT CCC

The foundation for all assessment practices at Coconino Community College is the District Governing Board Assessment Policy:

> Coconino Community College will assess student academic achievement and institutional effectiveness to enhance student success and continuously improve instruction, support services, and administrative functions. A variety of data gathered through diverse methods will be used to make resource allocation, administrative, support and educational process and outcome decisions. The process of data collection and analysis will adhere to ethical standards and confidentiality. *(CCC Policy #620, adopted September 15, 1995)*

CCC believes that institutional effectiveness and assessment of student academic achievement are linked. The following flow chart illustrates the assessment process at CCC:



Coconino Community College recognizes that assessment starts with the institution's Mission, and must be tied to its Strategic Plan. Assessment occurs at different levels throughout the institution: at the mission level, at the program level, and at the classroom level:

> **Mission** - Assessment activities which measure institutional success in meeting the goals of the College as stated in the Mission Statement.
>
> **Programs** - Assessment of CCC programs addressing, on a division and department level, goals that are comprehensive but clearly defined.
>
> **Courses** - Assessment in the classroom where instructors clearly state course goals and measure the outcome of those goals. In addition, course assessment evaluates the effectiveness and relevance of courses by continuing to measure student goals, program and degree requirements, and student demand for courses.

## COLLEGE MISSION

The following philosophy and mission statement for Coconino Community College was adopted by the District Governing Board on April 13, 1995:

> Coconino Community College is a public institution of higher education serving primarily the residents of Coconino County. College faculty and staff aspire to challenge students academically, encourage pride in self and heritage, and promote an appreciation for other cultures. The College is dedicated to the ideals of life-long learning by addressing the whole person through its commitment to those who seek to improve their skills, enrich their lives, and enhance their futures. The faculty and staff strive to advance the democratic ideals of equal opportunity for success, individual worth, and informed responsible citizenship.
>
> **The mission of Coconino Community College is to promote student success through comprehensive learning opportunities for its community.**
>
> The College is fiscally accountable for its educational programs and support services. As a degree-granting institution, the College assesses its programs, services, and student academic achievement for the purpose of continuous improvement and to guide strategic planning and decision-making. To accomplish its mission, the College provides access to educational opportunities for a diverse student population. The College promotes cultural, intellectual, physical and social development, technical competence, and serves as a resource for community development. As a member of the Arizona State Community College System, Coconino Community College accepts the mandate to offer the following:
>
> - Transfer Education
> - Occupational Education
> - General Education
> - Continuing Education
> - Developmental Education
> - Student Services
> - Cultural and Community Service

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## STRATEGIC PLAN

Coconino Community College developed a Strategic Plan for 1995-2000, titled "*Challenges for the 21st Century.*" The plan contains eight goals with objectives defined for each goal. Since the assessment process aims to measure and improve the effectiveness of CCC in meeting its mission, it is also important that institutional effectiveness and assessment be linked to the College's Strategic Plan. The following statements tie assessment with both the mission areas of the College and the Strategic Plan (goal numbers refer to the Strategic Plan):

> ***Transfer Education***
> To maintain quality transfer programs and enhance course transfer efficiency (goal 3a).
>
> ***Occupational Education***
> To provide vocational curricula needed for the work place to compete in a global society (goal 4b).
>
> ***General Education***
> To improve the general education core curriculum to ensure that it promotes analysis, problem solving, communication, and synthesis (goal 3b).
>
> ***Continuing Education***
> To promote CCC credit and credit-free courses and programs (goals 5b, 6b).
>
> ***Developmental Education***
> To develop basic skills curricula and programs needed by academically underprepared students (goal 1g).
>
> ***Student Services***
> To promote student success and satisfaction (including student expectations, needs, interests, and activities) through support services, attention to "at risk" students, and innovative instruction and delivery (goal 1, 1e).
>
> ***Cultural and Community Service***
> To offer cultural activities (visual and performing arts including concerts, exhibitions, and recitals) open to members of the community, and to provide services to the small business community (goal 6c, 6d).

## ASSESSMENT GOALS and MISSION

The PIE Committee researched CCC's Mission Statement and Strategic Plan to determine the goals for assessment at this College. A small task force was formed to recommend specific reasons for assessment at CCC. The task force identified four general areas for assessment:

> To improve instruction;
> To improve support services;
> To improve administrative functions; and
> To improve cultural and community service.

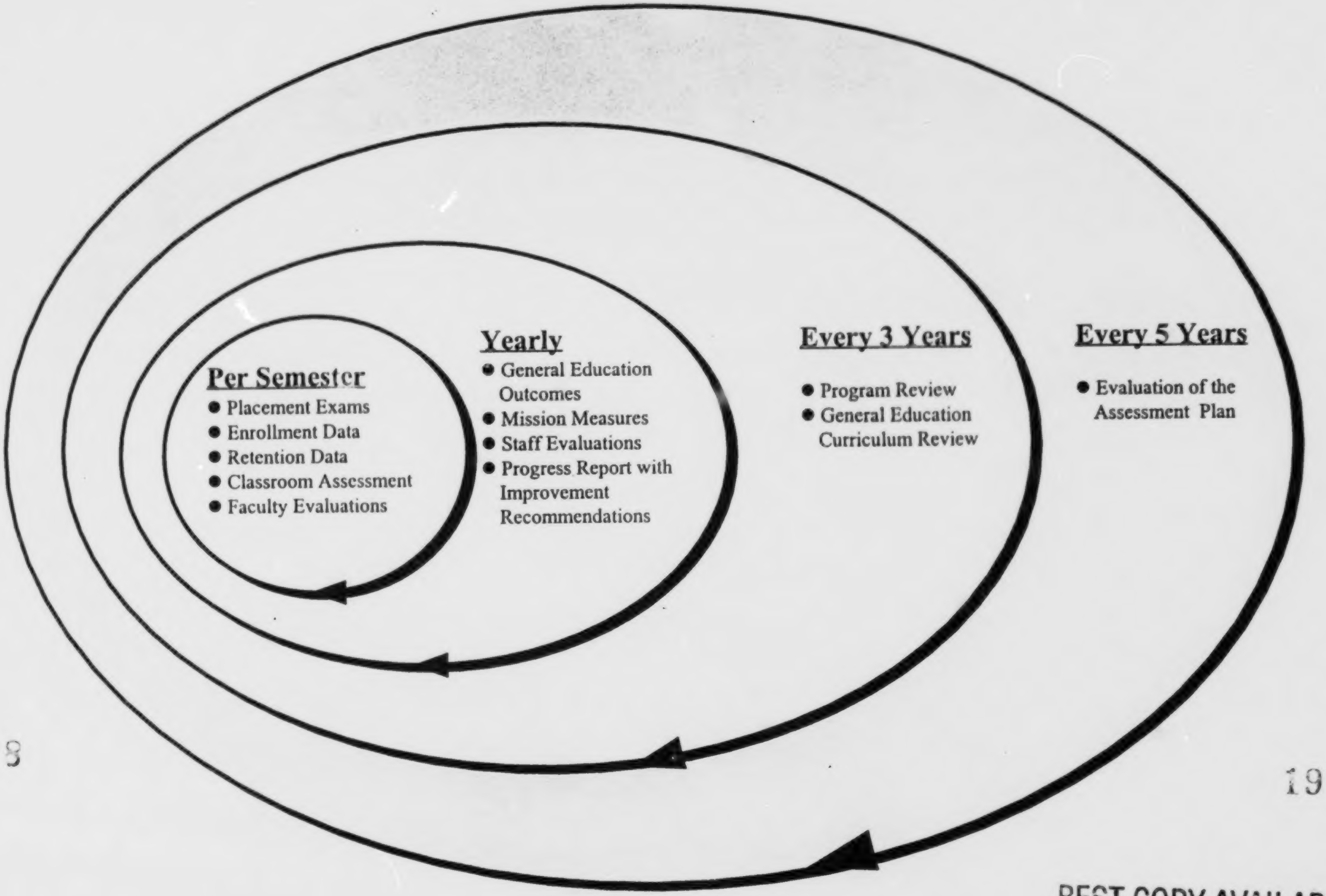
The PIE Committee wrote the following "one-sentence" statement of purpose reflecting support of the College Mission Statement:

> ***"The assessment process aims to measure and improve the effectiveness of CCC in meeting its mission."***

Appendix A contains assessment terms defined by CCC.

# Assessment Timelines

## CCC Institutional Effectiveness - Five Year Outlook



**Per Semester**

- Placement Exams
- Enrollment Data
- Retention Data
- Classroom Assessment
- Faculty Evaluations

**Yearly**

- General Education Outcomes
- Mission Measures
- Staff Evaluations
- Progress Report with Improvement Recommendations

**Every 3 Years**

- Program Review
- General Education Curriculum Review

**Every 5 Years**

- Evaluation of the Assessment Plan

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## Timeline of Assessment Activities at CCC

|  | 1995-1996 |  | 1996-1997 |  | 1997-1998 |  | Responsibility | Report of Information |
|---|---|---|---|---|---|---|---|---|
|  | Fall | Spring | Fall | Spring | Fall | Spring |  |  |
| Placement Exams | X | X | X | X | X | X | Placement Coord. | VP for Ed. Svcs. |
| Enrollment Data | X | X | X | X | X | X | Dir. for Research | VP for Ed. Svcs. |
| Retention Data | X | X | X | X | X | X | Division Chairs | Faculty & VP for Ed. Svcs. |
| Classroom Assessment Activities | X | X | X | X | X | X | Faculty | Faculty |
| Faculty Evaluations | X | X | X | X | X | X | VP for Ed. Svcs. | Faculty & VP for Ed. Svcs. |
| General Education Outcomes |  |  |  | X |  | X | PIE & Faculty | Faculty & VP for Ed. Svcs. |
| Freshman Survey (CIRP) |  |  | X |  |  |  | PIE & Faculty | VP for Ed. Svcs. |
| Completer Survey (CIRP) |  | X |  | X |  |  | PIE & Faculty | VP for Ed. Svcs. |
| Mission Measures |  | X |  | X |  | X | Dir. for Research | VP for Ed. Svcs. |
| Program Review |  | X |  | X |  | X | Faculty & Staff | Curriculum Comm. & VP for Ed. Svcs. |
| Gen. Ed. Curriculum Review |  | X |  | X |  | X | Faculty | Curriculum Comm. & VP for Ed. Svcs. |
| Staff Evaluations |  | X |  | X |  | X | Human Resources | President |
| Progress Report with Recommendations for Improvement |  | X |  | X |  | X | PIE Co-Chairs | President & VP for Ed. Svcs. |
| Evaluation of Assessment Plan |  | X |  |  |  |  | PIE | President & VP for Ed. Svcs. |

## Timeline of Assessment Activities at CCC

| | 1998-1999 | | 1999-2000 | | 2000-2001 | | Responsibility | Report of Information |
|---|---|---|---|---|---|---|---|---|
| | Fall | Spring | Fall | Spring | Fall | Spring | | |
| Placement Exams | X | X | X | X | X | X | Placement Coord. | VP for Ed. Svcs. |
| Enrollment Data | X | X | X | X | X | X | Dir. for Research | VP for Ed. Svcs. |
| Retention Data | X | X | X | X | X | X | Division Chairs | Faculty & VP for Ed. Svcs. |
| Classroom Assessment Activities | X | X | X | X | X | X | Faculty | Faculty |
| Faculty Evaluations | X | X | X | X | X | X | VP for Ed. Svcs. | Faculty & VP for Ed. Svcs. |
| General Education Outcomes | X | X | X | X | X | X | PIE & Faculty | Faculty & VP for Ed. Svcs. |
| Mission Measures | | X | | X | | X | Dir. for Research | VP for Ed. Svcs. |
| Program Review | | X | | X | | X | Faculty & Staff | Curriculum Comm. & VP for Ed. Svcs. |
| Gen. Ed. Curriculum Review | | | | X | | | Faculty | Curriculum Comm. & VP for Ed. Svcs. |
| Staff Evaluations | | X | | X | | X | Human Resources | President |
| Progress Report with Recommendations for Improvement | | X | | X | | X | PIE Co-Chairs | President & VP for Ed. Svcs. |
| Evaluation of Assessment Plan | | | | X | | | PIE | President & VP for Ed. Svcs. |

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# Implementation and Outcomes

## PRINCIPAL COMMITTEE FOR INSTITUTIONAL EFFECTIVENESS

The Principal Committee for Institutional Effectiveness (PIE) provides direction of assessment at CCC. It continues to play a vital role in the design and implementation of CCC's efforts to assess institutional effectiveness and student academic achievement communicating with faculty and staff regarding the progress and results of assessment activities. The overall focus of PIE is to provide assessment recommendations for improvement of the institution in every area.

The committee fosters a collaborative relationship between staff and faculty with respect to assessment. Faculty members of PIE are vital in contributing ideas and direction for assessment activities pertaining to classroom and program level assessment. Staff representatives from various areas offer perspective and advice, as well as collaborating in planning assessment activities for the College.

Committee membership includes representatives from all areas of the College, and in 1996-97 was comprised of:

- Six full-time faculty representing the three divisions (Liberal Arts, Vocational/ Occupational, Science & Math).
- The Director for Institutional Research.
- A representative from Student Services.
- A representative from the Learning Enhancement Center.
- The Curriculum Coordinator.
- A representative from Information Technology (Computer Services)..
- A full-time faculty member representative from the CCC Page Educational Center who participates in meetings via conference phone calls and attends meetings whenever possible.
- The Vice President for Educational Services (ex-officio).
- A student worker, employed by PIE as a secretary, who contributes perspective.

During the 1996-97 academic year, the PIE Committee was co-chaired by the Director for Institutional Research and a full-time faculty member. The Committee met approximately once a month.

## Opportunities for Improvement

Assessment activities need to be better coordinated with the College division areas of instruction. At least one division chair should be a member of PIE. More members of the College Leadership Team should play an active role in assessment activities, both in representation and participation.

The Committee has suggested that members serve three years on PIE, with membership rotating each year. Ideally, one-third of the Committee's members will be new each academic year, and one-third of the current members will end their active service on the Committee each academic year. This year many of the non-faculty members did change. Faculty members also need to rotate to avoid committee staleness and encourage new ideas and perspectives.

The Committee has suggested that the co-chairs serve two years in that role, with rotating leadership each year. Having a faculty member and a non-faculty member as co-chairs has been a positive balance. The current co-chairs have each served two years and are requesting new leadership for 1997-98.

## CHRONOLOGY FOR 1996-1997 ACADEMIC YEAR

| | |
|---|---|
| 20 Aug 1996 | Dr. Jeffrey Seybert of Johnson County Community College, conducted workshops on overall assessment and general education assessment. |
| 23 Aug 1996 | Ray Battee, CCC Math Faculty, presented a workshop on classroom assessment techniques. *Tools, Techniques, & Strategies for Assessing Student Success in the Classroom*, compiled by Candice Corrigan, CCC Nursing Faculty, was distributed. |
| 3 Sept 1996 | PIE Meeting: New members were welcomed. Discussion was held regarding the NCA progress report. |
| 20 Sept 1996 | The UCLA/ HERI (Higher Education Research Institute) Freshman Survey was mailed to 400 of over 500 new CCC students. |
| 23 Sept 1996 | PIE Meeting: Discussion was held regarding the Completer Survey and who should be included in the distribution besides recent CCC graduates. R. Battee reported on the AAHE Assessment Conference (the report is in the LEC for review). P. Odgers emphasized the need for an inventory regarding surveys and data collected at CCC. |
| 8 Oct 1996 | An overview of the 1995-96 Progress Report (to be sent to NCA) was presented to the CCC District Governing Board for information. |
| 17 Oct 1996 | 78 of the 400 Freshman Surveys were completed and returned. These responses were sent to UCLA for processing. |
| 22 Oct 1996 | PIE Meeting: The committee suggested that the distribution of next year's Freshman Survey be sent to sample classes with the instructors distributing and collecting them. J. St.Vincent proposed a pilot project for the standardization of the ENG 101 course outcomes. |
| 26 Nov 1996 | PIE Meeting: Discussion was held regarding the institutional "inventory" and future procedures for implementing surveys. PIE events were scheduled for Spring 1997 semester. |
| 2 Dec 1996 | Letter received from Stephen Spangehl of NCA accepting the *1995-96 Assessment Program Progress Report*. Evaluation comments were included. |
| 10 Jan 1997 | PIE Meeting: B. Cress proposed a Retention Study pilot project. |

| | |
|---|---|
| 22 Jan 1997 | The "Intent to Survey" procedures developed by PIE were reviewed and recommended by Academic Standards.. |
| 28 Jan 1997 | The *1995-96 Assessment Program Technical Progress Report* was accepted by ERIC Clearinghouse for Community Colleges. |
| 28 Jan 1997 | "Virtual" PIE Meeting via e-mail to inform members about the General Education review, the English Pilot Project and the workshop planning for Program Level Assessment. |
| 5 Feb 1997 | The "Intent to Survey" procedures developed by PIE were reviewed and recommended by the College Leadership Team Plus. |
| 11 Feb 1997 | PIE Workshop on Program Level Assessment, facilitated by Dr. Kathryn Reisdorfer of Yavapai College. |
| 13 Feb 1997 | PIE co-sponsored (with Professional Development Committee) workshop on Teaching Portfolios. |
| 25 Feb1997 | PIE Meeting. |
| 2 Apr 1997 | The Completer Student Surveys were distributed with CCC graduation information. |
| 8 Apr 1997 | The status of all pilot projects, 1995-1997, was reviewed. The need for a Pilot Project Results form was raised. |
| 11 Apr 1997 | General Education Outcomes workshop was held for J. Zumwalt's project. Course outlines for all general education core curriculum courses were reviewed by faculty, and modifications recommended to comply with the general education criteria. |
| 29 Apr 1997 | PIE Meeting. |
| 27 May 1997 | D. Bingham, CCC Division Chair; B. Eickmeyer, CCC Spanish Faculty; and L. McCown, Institutional Research; presented "Run with the PIE: Assessment in 0-60" at the National Institute for Staff and Organizational Development (NISOD) conference. |
| 2 June 1997 | K. Kozak, CCC Math Faculty, attended SPSS training. |
| June 1997 | B. Swanson, CCC Page Faculty; Mary Eckstein and Beth Murphy, LEC Instructional Specialists; attended American Association for Higher Education (AAHE) assessment conference. |

## INSTITUTIONAL INVENTORY

During 1996-97, the PIE Committee conducted an "Institutional Assessment Inventory," accumulating in one location any and all assessment data from all departments at Coconino Community College. Information requested included area mission statements, goals and objectives; results of survey or assessment measures; reports of year-end accomplishments; etc. Questions asked of the various departments were:

- What was being assessed (copy of the assessment instrument if appropriate)
- A short summary of the results
- What improvements, if any, were made as a result of the recommendations.

The following pages include a summary of the information collected to date in the Institutional Inventory:

## INSTITUTIONAL ASSESSMENT INVENTORY - *INDEX*
May 1996

**President's Office** Strategic plan
Goals & Objectives for CLT+
will submit: District Governing Board goals & review
CLT goals for 95-96

**VP Educational Services**
will submit: (Fall 97) Mission Statement
Goals & Objectives

**VP Administrative Support**
will submit: (Fall 97) Mission Statement
Goals & Objectives

**Accounting & Budget**

**6/30/92** Financials:
- Official Budget Forms;
- Comprehensive Annual Financial Report

**6/30/93** Financials:
- Summary of Budget Data
- Comprehensive Annual Financial Report
- Report on Audit of Annual Budgeted Expenditure Report
- Report on Audit of Supplementary Schedule of Federal Financial Assistance; the Internal Control Structure; and the Compliance for Single Audit

**6/30/94** Financials:
- Summary of Budget Data
- Comprehensive Annual Financial Report
- Report on Audit of Annual Budgeted Expenditure Report
- Report on Audit of Supplementary Schedule of Federal Financial Assistance; the Internal Control Structure; and the Compliance for Single Audit;

**6/30/95** Financials:
- Summary of Budget Data
- Comprehensive Annual Financial Report
- Report on Audit of Annual Budgeted Expenditure Report
- Report on Audit of Supplementary Schedule of Federal Financial Assistance; the Internal Control Structure; and the Compliance for Single Audit;

| | |
|---|---|
| **Accounting & Budget** - continued | |
| 6/30/96 Financials: | Budget |
| | Comprehensive Annual Financial Report |
| | Auditor's report |
| 6/30/97 Financials: | Preliminary Budget Fiscal Year 1997-98 - |
| **Facilities/Security** | Security Reports (done annually in August) |
| | Flagstaff Educational Specifications |
| | Page Educational Specifications |
| **Purchasing** | Vendor Registration Form |
| will submit: | Purchasing Analysis |
| | Fiscal Yr. Analysis on new Procurement Form |
| | Fiscal Yr. Analysis for Duplicating Center |
| **Information Technology** | Academic Computing Plan of the Information Technology Advancement Team |
| **Institutional Research** | Historical Perspective |
| | Factbook |
| | Enrollment Projections |
| | NCA self-study 1993, 1995 |
| **Tech Prep** | Accomplishments report |
| **Computer Lab** | Survey: Computer Lab Usage - results |
| will submit: | Fall 96 or Spring 97 survey - same as above |
| **LEC/Disability Resources** | Mission Statement |
| | Goals & Objectives |
| will submit: | Disability Resources student follow-up reports |
| **Student Services** | Needs Assessment Survey |
| | Fall 1994 Registration's Student Survey |
| | History of CCC Placement Testing (Math, Reading and English) |
| will submit: | TRIO information |
| | Registration survey results |
| **Admissions/Records** | Commencement Programs |
| | Graduate statistics 95-96 & 96-97 |

| | |
|---|---|
| **Financial Aid** | Student Survey - Fall 96 |
| will submit: | Financial Aid program review |
| **Human Resources** | American Disabilities Act survey<br>Professional Development survey<br>Professional Opportunities brochure<br>Vision statement<br>Memo re: HR Improvements made<br>Convocation<br>Performance Evaluations<br>Associate Faculty Hiring Practices |
| **Public Information** | College Profile<br>Visual Identity survey<br>Fact sheet |
| **SBDC** | Year End reports<br>Evaluations |
| **Page Campus** | |
| will submit: | Needs Assessment survey |
| **Liberal Arts** | Mission Statement<br>Survey re: Assessment in Fine Arts area<br>Class Capacity Report - Fall 95 |
| **Math/Science** | Class Capacity Report - Fall 95 |
| **Occupational/Vocational** | CIS Program Review<br>Business Community survey<br>Class Capacity Report - Fall 95 |
| **Continuing Education** | Focus group re: Needs Assessment |
| **Curriculum** | Course Mapping |
| **NAU/CCC** | Summary of CCC Tutoring Activity for Spring 92 and Spring 96 |

## INTENT TO SURVEY

While conducting the institutional inventory of assessment activities, the PIE identified a need for centralizing institutional survey procedures. As the College has grown, the frequency of surveys to obtain data has increased. Upon requesting the results of these surveys, it was discovered that some departments have not had time to compile the data collected. Also, there was no system in place to protect our students from being subjected to "outside" surveys, thus impacting the future of reliable qualitative information on campus.

Research has shown that frequent surveys impact student opinion over an extended period of time (resulting in "pictures" drawn on the bubble answer sheets or single value results with respondents not reading the questions). The use of surveys throughout the institution is of grave concern to the Committee, particularly if nothing is done with the data. The College does not need more surveys that do not yield quality results or are not adequately evaluated.

PIE proposed a college-wide procedure for the surveying of students, in order to improve assessment reporting and monitoring institutional effectiveness more efficiently. The survey procedures are designed to monitor institutional effectiveness at the mission and program levels; **they do NOT include classroom assessment**. The Intent to Suvery procedures were recommended by PIE, the Academic Standards Committee, and the College Leadership Team Plus.

The following was approved by the College Leadership Team (CLT) on February 5, 1997.

**Survey Procedures:**

Any College department, subsidiary, or associated party who wishes to conduct a survey on behalf of CCC must first communicate its intent to the PIE Committee for review and coordination. This "intent to survey" should identify:

1. Purpose of the survey (i.e., information to be gained)
2. Timeline of the survey (i.e., when the survey will be conducted)
3. The population and sample to be surveyed
4. Methodology of processing, analyzing, and reporting responses (including expected date of completion)
5. Audience to receive the reported results
6. Method for feedback and improvement (i.e. how recommendations will be implemented)
7. A sample of the survey

The PIE Committee will review the "intent to survey" and provide feedback to the department or individual. As part of the review process, PIE will advise departments of other related surveys and available information, will help coordinate inquiry efforts, and will be a resource for developing useful survey instruments. The goal is for all surveys done at CCC to be quality instruments and for the results to be institutionally beneficial.

Upon completion of the survey activity, the PIE Committee will receive a copy of the results. These reported results will serve as a source of information regarding institutional effectiveness. The results will be filed in the PIE cabinet, in the office of the Institutional Researcher.

# INTENT TO SURVEY

Any College department, subsidiary or associated party who wishes to conduct a survey on behalf of CCC must first communicate its intent to the PIE Committee for review and coordination. This does ***not*** include classroom assessment.

The PIE Committee will review the "intent to survey" and provide feedback to the department or individual. As part of the review process, PIE will advise departments of other related surveys and available information, will help coordinate inquiry efforts, and will be a resource for developing useful survey instruments. The goal is for all surveys done at CCC to be quality instruments and for the results to be institutionally beneficial.

1. What is the purpose of the survey? (i.e., information to be gained)

2. What is the timeline of the survey? (i.e., when the survey will be conducted)

3. What is the population and the sample to be surveyed?

4. What is the methodology of processing, analyzing, and reporting responses? (including expected date of completion)?

5. What audience will receive the reported results?

6. What method for feedback and improvement will be implemented?

7. ***Please attach a sample of the survey.***

Upon completion of the survey activity, please provide the PIE Committee with a copy of the results. These reported results will serve as a source of information regarding institutional effectiveness.

Since the Intent to Suvery procedures were approved, PIE has received and commented on the following requests:

- Voter perceptions for financing a CCC Flagstaff campus
- CCC faculty perceptions of distance education for an NAU course
- CCC student perceptions of hospitality for NAU Hospitality Research Center
- CCC student perceptions of effectiveness of services in the CCC Computer Lab

PIE recommendations on the aforementioned are available upon request.

## CONFERENCE PRESENTATION

Coconino Community College personnel Daniel Bingham, division chair, Barbara Eickmeyer, full-time faculty, and Laurie McCown, institutional researcher, submitted a proposal to present "Run with the PIE: Assessment in 0-60" at the National Institute for Staff and Organizational Development (NISOD) conference held in May 1997, in Austin, Texas.

Presentation summary:

> Keeping the balance between teaching, learning, and assessment is one of the challenges in institutional effectiveness. The Principal Committee for Institutional Effectiveness (PIE) at Coconino Community College will share its experiences in involving faculty and keeping the institutional mission in focus while implementing its assessment program.

Abstract of the presentation:

> An effective assessment program needs to be owned and led by the faculty. Coconino Community College has a unique leadership in its Principal Committee for Institutional Effectiveness (PIE), emphasizing cross-functional participation in implementing activities. Representatives will share experiences in (1) involving faculty in assessment, (2) our first year of implementing our assessment program, and (3) balancing teaching, learning, and assessment focus.
>
> Faculty involvement includes leadership and motivation. Assessment is a change process, requiring learning through research, pilot projects, and analysis. Workshops are a key to helping improve the knowledge of College administrators, faculty and staff, while providing a forum for discussion and sharing. Identifying and making improvements noticed through assessment tasks and information lends purpose and achievement.
>
> CCC is a new College, and began implementing its assessment program in 1995-96. Emphasized were linkages to our mission and strategic plan in developing mission, program, and classroom level assessment. General education received special focus. Creative ways to avoid pitfalls and maximize efforts were sought.
>
> The presentation will conclude with points on keeping assessment efforts going. Revisiting the purpose of institutional effectiveness is part of the continuous program cycle: why, what, how, when assess. CCC has found that assessment must be balanced with improving teaching and learning in its goal to support student success.

## PROFESSIONAL DEVELOPMENT

Assessment information is communicated to CCC faculty and staff through the College newsletter, *CocoNotions*. PIE member Jay St.Vincent has written the "PIE Corner" columns this past academic year, with "PIE Recipes for Success" containing tips (see Appendix B).

Coconino Community College recognizes the importance of participating in professional development opportunities. The PIE committee continues to offer workshops and make attendance at conferences related to assessment possible to expand awareness and knowledge for faculty, administration, and staff.

During the 1996-97 academic year, the PIE Committee sponsored the following workshops held at CCC:

1. Assessment workshop by Dr. Jeffrey Seybert
2. General education assessment workshop by Dr. Jeffrey Seybert
3. Program level assessment workshop facilitated by Dr. Kathryn Reisdorfer
4. Classroom assessment techniques workshop presented by Ray Battee
5. Workshop on Teacher Portfolios with CCC's Professional Development Committee (co-sponsored)

The PIE Committee approved funding for members to travel to national conferences: three members attended the American Association of Higher Education (AAHE) *National Assessment Conference*, and one faculty member attended a training class on the SPSS statistical software. Each participant returned with resources and information that were disseminated throughout the College and made available to staff and faculty.

***Future Workshops*** - Workshops on assessment and teaching effectiveness will continue to be offered to faculty, administrators, and staff at the College. Workshops will be conducted by both internal (CCC) personnel and external consultants. Attendance by associate faculty will be encouraged. The effectiveness of CCC hosted workshops will be evaluated by reviewing participation, gathering feedback on usefulness of the information presented, etc. Before more workshops are scheduled, the readiness level of the College and topic needs should be assessed.

***Attendance at Future Conferences*** - At least one representative of PIE will attend the annual American Association of Higher Education (AAHE) *National Assessment Conference* in June. When possible, PIE will also sponsor attendance at related in-state, regional, and national conferences and seminars on various assessment topics. CCC representatives attending conferences and seminars are asked to share the information they learn with the rest of the PIE Committee and the College.

## Professional Development for Students

While professional development is typically thought of for faculty, staff, and administration at the College, a variety of workshops and information opportunities are made available to students. The CCC Learning Enhancement Center helps students improve the learning and study skills, the CCC Student Employment Services helps students with job seeking skills, and the CCC Career Fair hosts outside employers in providing career information.

### *Learning Enhancement Center Workshops*

The CCC Learning Enhancement Center (LEC) holds a variety of workshops throughout each semester to assist students with specific needs. The attendance for these workshops is considered to be higher in the beginning of each semester than at any other time, with an average attendance of 6-8 people. Each workshop usually lasts for 30 minutes, with the Spanish workshops going longer.

The regularly held workshops include:

"Learning How to Learn"
"Time Management"
"Math Anxiety"
"Note Taking"
"Test Taking"

Special workshops held were:

Algebra - Beginning, Intermediate, and College levels
English - Writing skills (specific and broken into several subcategories): Paragraph, Comma, Literature, and Essay Exams
Spanish - Conversational activities for groups

The Learning Enhancement Center is currently developing new workshops which will be offered in 1997-98.

### *Student Employment Services Workshops*

Student Employment Services (SES) and the Student Development office held five workshops which focused on "Career Week." The topics included:

"Job Interviewing Skills"
"Career Choices"
"Job Searching the Web"

A Resume Writing workshop was also scheduled but had to be cancelled because the facilitator became ill.

The attendance at the 1997 workshops was considered low. Some suggestions for future success of these workshops are to offer the workshops throughout the semester, starting approximately one month into classes and ending one month before finals.

Student Employment Services provides assistance to students throughout the year with resume writing, interviewing skills, and job searching. CCC's Vocational Counselor will have a computerized vocational database, SIGI+, (available in Fall 1997) which can assist students in making career choices.

A new service which may be offered to CCC students in the near future is "teleconferencing" workshops. These workshops are televised via satellite to a central location (such as Northern Arizona University) so that CCC student's will be able to participate. The workshops discuss a wide variety of current topics related to career searching.

### *Career Fair*

Career Fair '97 was held on a Friday in April. Fridays are generally good days for students to attend functions because fewer classes are held that day. The fair was at 12:30 p.m., which seemed inconvenient for the various business persons who were trying to set up their booths and eat lunch at the same time.

The presenters were mostly Flagstaff-based organizations and companies. The fair could use some presenters from areas outside of the immediate area. The only national representatives were military-related. It would be noteworthy if there were more state and national presenters.

Only a few participants represented the health industry (probably because Flagstaff only has one hospital). Besides Flagstaff Medical Center (FMC), there were only a few organizations that are mainly looking for volunteers, not paid workers. Individual health related businesses, not connected to FMC, were not represented. Guardian Health Services and Nurses Network were not represented.

The job service agency in attendance was Kelly's Temporaries. A representative from DES job service and other agencies would be an added benefit. Areas needing more representation include health, business, law, education, service industries, and government.

More information regarding education required would be beneficial (not everyone will transfer to NAU). Students may prefer to see information regarding future trends in employment, salaries, what benefits can be expected, etc.

## MISSION LEVEL INDICATORS

The purpose of assessment at Coconino Community College is to enhance student development opportunities (*CCC Assessment Plan)* by improving teaching and learning and the delivery of services to students. Mission Level assessment addresses the following questions:

> Is the mission of the college being met?
> Is the institution effective?
>
> Who are our students?
> Why are they attending?
> Are they achieving their educational goals?
> Are they successful (after they leave)?

Coconino Community College will collect more data about students' educational intention each term, starting with Fall 1997. PIE hopes that capturing students' educational intentions and changes over time will help in assessment and institutional effectiveness efforts.

Coconino Community College has identified the mission level indicators of institutional effectiveness related to access, student profile, student achievement and advancement, transfer education, general education, occupational education, continuing education, developmental education, student services, and community services. Each area described includes the mission area, the assessment question(s) of interest, and indicators or measures. Data collected to date represents initial benchmarks for future comparison and analysis (including review for trends).

***Access:***

*Question*:

> Are the students attending the institution from the primary service area?

*Indicators*:

> Percent residents of service area
> Percent residents of rest of state
> Percent residents of rest of nation
> Percent international students

*Description*:

> Coconino Community College's primary service area is Coconino County. Since this is a rural area, there is concern about whether CCC students are residents of the County, the rest of the state of Arizona, elsewhere in the United States, or attending as international students. CCC offers classes in Flagstaff, Page, Grand Canyon, Williams, and at Northern Arizona University (NAU). In this and other data analysis, the NAU/CCC students are excluded since they represent a special group of students who are indirectly accessing the College.

*Data Collected*:

**Residency of CCC Students** (excluding NAU/CCC students):

| | Fall 1996 | |
|---|---|---|
| **Coconino County** | 2,542 | 84% |
| **Other Arizona** | 367 | 12% |
| **Other USA** | 118 | 4% |
| **Foreign** | 0 | 0% |

***Access:***

*Question*:

Are residents from the various communities within the primary service area participating in the institution?

*Indicators*:

Comparison of County population distribution versus students' cities of residence

*Description*:

Coconino Community College's primary service area is Coconino County. Since this is a rural area and the main location of CCC classes is Flagstaff (largest city in the County), there is concern about whether CCC students are residents of communities throughout the County.

*Data Collected*:

**Residency of Coconino County CCC Students** (excluding NAU/CCC students):

| | **Coconino County**<br>1990 Census Population | | **Coconino Comm. Coll.**<br>Fall 1996 Enrollment | |
|---|---|---|---|---|
| **Flagstaff** | 45,857 | 47% | 2,338 | 84% |
| **Page** | 6,598 | 7% | 214 | 8% |
| **Williams** | 2,532 | 3% | 47 | 2% |
| **Grand Canyon** | 1,499 | 2% | 32 | 1% |
| **Tuba City** | 7,323 | 8% | 31 | 1% |
| **Kaibeto** | 641 | 1% | 22 | 1% |
| **Sedona** | 2,384 | 2% | 17 | 1% |
| **Other Coconino County** | 29,757 | 31% | 96 | 3% |

1990 Census figures from Arizona Department of Economic Security.

***Access:***

*Question*:

Do the students attending the institution reflect the diversity of the service area?

*Indicators*:

Compare County demographics versus Student Profile (gender, ethnicity, age)

*Description*:

Coconino Community College's primary service area is Coconino County. There is concern about whether CCC students reflect the diversity of the County residents and not just particular subsets of the population. It is expected that CCC students may reflect the demographics of Flagstaff more than that of the entire County since the main location of CCC classes is Flagstaff and the County is predominantly rural.

*Data Collected*:

**Access / Demographics Comparison** (excluding NAU/CCC students):

| | **Coconino County** | | **City of Flagstaff** | | **CCC** | |
|---|---|---|---|---|---|---|
| | 1990 Census Population | | 1990 Census Population | | Fall 1996 Enrollment | |
| | 96,591 | | 45,857 | | 3,027 | |
| Gender | | | | | | |
| Female | 48,477 | 50% | 23,021 | 50% | 1,801 | 59% |
| Male | 48,114 | 50% | 22,836 | 50% | 1,226 | 41% |
| Age | | | | | | |
| Under 20 | 35,131 | 36% | 15,275 | 33% | 523 | 17% |
| 20-24 | 10,982 | 11% | 8,126 | 18% | 1,054 | 35% |
| 25-29 | 8,149 | 8% | 4,114 | 9% | 422 | 14% |
| 30-39 | 16,398 | 17% | 7,454 | 16% | 522 | 17% |
| 40-49 | 11,275 | 12% | 5,325 | 12% | 355 | 12% |
| 50-59 | 6,514 | 7% | 2,619 | 6% | 111 | 4% |
| 60 or over | 8,124 | 8% | 2,944 | 6% | 34 | 1% |
| Avg. Age | 26 | | 25 | | 29 | |
| Ethnicity | | | | | | |
| White | 57,170 | 59% | 33,368 | 73% | 2,100 | 69% |
| Native Am. | 27,661 | 29% | 3,838 | 8% | 472 | 16% |
| Hispanic | 9,768 | 10% | 7,103 | 15% | 310 | 10% |
| Black | 1,180 | 1% | 974 | 2% | 29 | 1% |
| Asian | 698 | 1% | 523 | 1% | 53 | 2% |
| Other | 114 | 0% | 51 | 0% | 63 | 2% |

1990 Census figures from Arizona Department of Economic Security.

***Access / Student Profile:***

*Question*:

Who are our students?

*Indicators*:

Educational intent of the students by term

Credit load of the students by term

*Description*:

Coconino Community College needs to know why students are attending our institution, and the amount of participation by the students.

*Data Collected*:

**Majors of CCC Students** (excluding NAU/CCC students):

| | Fall 1996 |
|---|---|
| General Studies - AA | 344 |
| Pre-Nursing - AS | 178 |
| Pre-Education - AA | 158 |
| Business Administration- AA | 99 |
| Computer Information Systems - AA | 68 |
| Accounting - AAS | 55 |
| Pre-Engineering - AS | 52 |
| Pre-Science - AS | 48 |
| Criminal Justice - AS | 37 |
| Fire Science - AAS | 31 |
| General Business - AAS | 30 |
| Pre-Medical - AS | 29 |
| Construction Technology - Certif. | 22 |
| Clerical - Certif. | 20 |
| Office Information Systems - AAS | 17 |
| Computer Software - Certif. | 16 |
| Small Business Management - AAS | 12 |
| Drafting - Certif. | 9 |
| Legal Secretary - Certif. | 8 |
| Medical Transcription - Certif. | 8 |
| General Studies - AGS | 7 |
| Basic Accounting Tech. - Certif. | 7 |
| Accounting - Certif. | 6 |
| Pre-Forestry - AS | 5 |
| Computer Aided Design - Certif. | 4 |
| Marketing Management Fund. - AAS | 4 |
| Desktop Publication - Certif. | 3 |
| General Finance - AAS | 3 |
| Office Information Systems - Certif. | 2 |
| Fire Science - Certif. | 2 |
| Real Estate - Certif. | 1 |
| Uncertain / None | 1,755 |

**Credit Load of CCC Students** (excluding NAU/CCC students):

| | **Fall 1996** |
|---|---|
| **1 hour** | 79 |
| **2 hours** | 201 |
| **3 hours** | 827 |
| **4 hours** | 297 |
| **5 hours** | 124 |
| **6 hours** | 375 |
| **7 hours** | 190 |
| **8 hours** | 85 |
| **9 hours** | 153 |
| **10 hours** | 130 |
| **11 hours** | 63 |
| **12 hours** | 199 |
| **13 hours** | 181 |
| **14 hours** | 68 |
| **15 hours** | 34 |
| **16 hours** | 22 |
| **17 hours** | 8 |
| **18 hours** | 4 |

***Access / Student Profile:***

*Question*:

What is the progress of our students at CCC?

*Indicators*:

Compare 10th or 15th day enrollment to completion of class (retention)
Compare census day enrollment to completion of class (retention)
Compute number of students who complete 12 hours at CCC
Compute time to complete 12 hours at CCC
Compute number of students who complete English / math / general education courses

*Description*:

CCC needs to know whether its students are progressing in their studies. Progress includes retention (completion of classes).

*Data Collected*:

The average retention rate for Coconino Community College courses held during Fall 1996 was 82.6%. Appendix E contains the Fall 1996 Retention Information obtained in the Attrition Pilot Project, and provides data at different points during the semester as well as by course location, division, and prefix.

***Student Achievement:***

*Question*:

Are CCC students completing their programs?

*Indicators*:

Longitudinal data of number of graduates, types of degrees/certificates (graduates)

Compute time to degree/certificate; compute credit hours to degree/certificate (graduates)

*Description*:

CC needs to know whether its students who intend to earn associate degrees or certificates are accomplishing their educational goals. Completers include graduates of degree and certificate programs.

*Data Collected*:

**CCC Graduates**:

| | 1992-1993 | 1993-1994 | 1994-1995 | 1995-1996 | 1996-1997 |
|---|---|---|---|---|---|
| Associate of General Studies | 1 | 1 | 2 | 4 | 3 |
| Associate of Arts - General Studies | 1 | 4 | 13 | 21 | 20 |
| Associate of Arts - Business Admin. | | | 2 | 6 | 2 |
| Associate of Arts - Computer Info. Sys. | | | 1 | 1 | 3 |
| Associate of Arts - Pre-Education | | 1 | 2 | 5 | 7 |
| Associate of Science - Admin. of Justice | | | | 1 | 1 |
| Associate of Science - Pre-Nursing | | 2 | 3 | 1 | 1 |
| Associate of Science - Pre-Science | | | | 1 | 1 |
| Associate of Applied Sci. - Accounting | | | 3 | | 5 |
| Associate of Applied Sci. - Fire Science | 1 | 1 | 2 | 3 | 2 |
| Associate of Applied Sci. - General Bus. | | | | | 2 |
| Associate of Applied Sci. - Office Info. Sys. | | | | 1 | 2 |
| Associate of Applied Sci. - Sm. Bus. Mgmt. | | | | | 1 |
| Certificate - Accounting | | | 2 | 1 | 1 |
| Certificate - Architectural Drafting | | | | | 1 |
| Certificate - Business Accounting Tech. | | | 2 | | 2 |
| Certificate - Clerical (basic) | | | 1 | 8 | 5 |
| Certificate - Clerical (intermed) | | | 1 | 6 | 1 |

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| | | | | | |
|---|---|---|---|---|---|
| Certificate - Computer Software (basic) | | 2 | | 4 | 2 |
| Certificate - Computer Software (intermed) | | | | | 1 |
| Certificate - Computer Software (advanced) | | | | 2 | 2 |
| Certificate - Construction Tech. (intermed) | | | 1 | 5 | 1 |
| Certificate - Desktop Publishing (basic) | | 2 | 1 | 1 | |
| Certificate - Desktop Publishing (intermed) | | | | 2 | 2 |
| Certificate - Fire Science (basic) | | | | 1 | 2 |
| Certificate - Fire Science (advanced) | | 1 | 1 | | |
| Certificate - General Business | | | 1 | | 1 |
| Certificate - Legal Secretary (intermed) | | | 1 | 2 | |
| Certificate - Medical Transcription | | | 2 | | 2 |
| Certificate - Office Info. Sys. | | | | 1 | 1 |
| **Total Degrees / Certificates** | **3** | **14** | **41** | **77** | **73** |

***Student Advancement (Student Right to Know):***

Student cohorts:

New to higher education, transfer in, returning student

Part time vs. full time (first semester and intent)

Compute graduates, transfer outs, persisters after:

1st semester, 1st year, 2nd year, 3rd year, 4th year, 5th year, 6th year

*Description*:

While this information is required for federal reporting, it is also of interest to the institution.

*Data Collection*:

Data for "Student Right to Know" will be collected and reported starting Fall 1997.

***Transfer Education:***

*Question*:

Are students continuing their education at other institutions (2-year and 4-year)?

*Indicators*:

Longitudinal data of number of transfer outs and where

Compare number of requested official transcripts sent to other institutions to number of students who enroll at other institutions

Compute time to transfer; compute credit hours to transfer

Performance after transfer

*Description*:

Many CCC students continue their studies at other institutions of higher education. It is of interest to know where former CCC students transfer, including 2-year and 4-year colleges and universities, and in-state and out-of-state institutions. Since CCC does not know which students intend to transfer, based on information while they are attending Coconino Community College, a comparison should be made of those students who request a transcript be sent to another institution and follow-up of whether the student is actually enrolled at that institution.

*Data Collected*:

**Transfer Students**:

The public universities in Arizona reported the following number of transfer students from CCC. Included in the table are the number of former CCC students who were enrolled at the university that term (new and continuing), and the number of former CCC students who were new to the university that term.

| | Fall 1993 | Spr 1994 | Fall 1994 | Spr 1995 | Fall 1995 | Spr 1996 |
|---|---|---|---|---|---|---|
| ASU | n/a | n/a | 50 (academic year) | | 57 | 62 |
| new | | | 18 | 8 | 17 | 15 |
| NAU | 404 | 496 | 747 | 892 | 1,147 | 1,236 |
| new | 94 | 34 | 111 | 74 | 149 | 75 |
| UA | n/a | n/a | 44 | 54 | 68 | n/a |
| new | | | 13 | 7 | 21 | |

ASU = Arizona State University
NAU = Northern Arizona University
UA = University of Arizona
new = students who started the university that semester
n/a = data not available

***Transfer Education:***

*Question*:

Are CCC credits being accepted as expected by other institutions (2-year and 4-year)?

*Indicators*:

Survey transfer-out students regarding acceptance of CCC credits
Comparison of CCC credits earned and class standing at universities

*Description*:

Course equivalencies articulated between the community colleges and universities in the state are documented in a *Course Equivalency Guide*. Articulation is of concern to CCC and the other public community colleges in the state of Arizona. Each of the public universities in Arizona accepts credits differently, and information about the acceptance of CCC credits is used to improve advising.

***General Education:***

*Question*:

Are students completing the Transfer General Education Core Curriculum (TGECC) at CCC?

*Indicators*:

Number of students who complete TGECC
Survey transfer-out students regarding acceptance of CCC credits

*Description*:

Students who do not wish to complete an associate's degree program at CCC but do intend to transfer to a 4-year university are advised to take the Transfer General Education Core Curriculum. This block of 41 credits is meant to transfer to the public universities in Arizona and satisfy their lower division liberal studies requirements. CCC is interested in whether students who do not complete an associate's degree are completing the TGECC and are transferring these credits to other institutions.

### *Occupational Education:*

*Question*:

Are students participating in vocational programs at the institution?

*Indicators*:

Number of students in CCC programs (compute via key courses)
  graduates, transfers, persisters
  enrollment vs. completion of key courses
Employment data (need Arizona Department of Economic Security connection)
Employer satisfaction

*Description*:

Many CCC students take one or more classes to prepare or improve skills needed for the workforce. CCC has advisory councils in several vocational areas to involve business and industry in discussion of needed work skills and knowledge. The progress and success of occupational students is of interest from both the students' and employers' perceptions to ensure that the preparation CCC occupational programs provides is appropriate.

### *Continuing Education:*

*Question*:

Is the institution being accessed by students seeking lifelong learning?

*Indicators*:

Number of credit free and contract training classes and enrollment

*Description*:

CCC has offered limited non-credit courses primarily for personal interest students. CCC also offers contract training classes for specific community groups.

*Data Collected*:

**CCC Credit-Free Courses Offered**:

| | **Spr 1994** | **Fall 1994** | **Spr 1995** | **Fall 1995** | **Spr 1996** | **Fall 1996** | **Spr 1997** |
|---|---|---|---|---|---|---|---|
| **# Classes** | 10 | 7 | 11 | 6 | 14 | 12 | 19 |
| **Enrollment** | 182 | 90 | 197 | 70 | 181 | 127 | 213 |

**CCC Contact Training Courses Offered**:

| | Spr 1994 | Fall 1994 | Spr 1995 | Fall 1995 | Spr 1996 | Fall 1996 | Spr 1997 |
|---|---|---|---|---|---|---|---|
| **# Classes** | na | na | 2 | 16 | 21 | 12 | 3 |
| **Enrollment** | na | na | 62 | 212 | 311 | 144 | 37 |

***Developmental Education:***

*Question*:

How many students in the institution take advantage of learning assistance?

*Indicators*:

Number of LEC workshops and attendance

Number of learning assistance sessions and participants

*Description*:

CCC is accessed by students who need learning assistance to be successful in their courses. The Learning Enhancement Center aims to meet these needs through group workshops and learning assistance sessions.

***Developmental Education:***

*Question*:

How many students in the institution need developmental courses?

*Indicators*:

Number of students who take placement tests

Number of students recommended for developmental courses

Number of students enrolled in developmental courses

Number of students who complete developmental courses

*Description*:

CCC, like many community colleges, is accessed by students who are lacking in basic math, and English reading and writing skills. Of interest is how many students are accessing the institution who need to improve their basic skills and whether they complete such developmental courses.

***Student Services:***

*Question*:

Types of student services assistance available to students

*Indicators*:

Number of students receiving disability assistance

Number of students participating in single parent/displaced homemaker, tech prep programs

Number of concurrent high school enrolled students

*Description*:

Some of the services available to students at CCC have begun through grant programs. CCC needs to evaluate the value of these services (as well as any appropriate legal requirements) in determining whether the services are successful and should be continued.

***Student Services:***

*Question*:

Attitudinal information and student satisfaction

*Indicators*:

Continuing Student Survey
Completer Student Survey
Former Student Survey (transferred?, employed?, CCC educational goals achieved?)

*Description*:

The types of student surveys to be conducted at CCC will be determined during Fall 1996. Drafts of such surveys will be developed during Fall 1996, and will be piloted during Spring 1997. During Spring 1997 the College will be converting its Student Information System (see "Data Systems" section). A continuing student survey and a former student survey are being considered to be distributed at the same time transcripts are sent to all students in the College's system during this conversion process. Thereafter, surveys will be conducted during current classes (continuing students), during the graduation process (completers), or as follow-up (former students) on a regular basis, to get feedback on CCC's institutional effectiveness.

***Community Services:***

*Question*:

Is the College helping serve the communities within the County service region?

*Indicators*:

Number of SBDC workshops and enrollment
Number of SBDC consultations and participants (businesses)
Number of contract training courses and enrollment

*Description*:

Coconino Community College is concerned about being a partner and a resource in the County.

*Data Collected*:

During the 1995 calendar year, the SBDC conducted 29 seminars with 415 attendees. There were 331 consultations; of these, 145 were pre-ventures and the balance of participants were currently open businesses.

During the 1995-96 fiscal year, 35 contract training workshops were given with 508 people attending.

### Opportunities for Improvement

Coconino Community College's mission statement includes the phrase "promote student success." During the last self-study, various inputs were collected on what "student success" means (see Appendix A Terms). CCC needs to also define concepts for "pride in self and heritage," "appreciation for other cultures," and "democratic ideals of equal opportunity for success, individual worth, and informed responsible citizenship" so that methods can be determined to assess CCC's efforts to "encourage," "promote," and "strive to advance" respectively. The College needs to consider how to assess all parts of its mission statement besides the major areas of access, transfer education, occupational education, general education, continuing education, developmental education, student services, and cultural and community service.

More work is needed on development of support data systems (see "Data Systems" section) and query/analysis routines to produce the information identified in the mission level indicators.

## PROGRAM LEVEL REVIEW

Program Level assessment is intended to address both academic and non-academic departmental areas of instruction, student services, administrative support, and institutional support. It addresses the following questions:

What is the purpose of the program or service area?
What are the parameters of the program area (goals and objectives)?
Are our programs and services meeting students' needs?
Are non-academic programs and services providing support to the institution?

### Program Review

Coconino Community College recognizes that Program Review is not the same as Program Level Assessment. However, since both evaluate the effectiveness of programs at CCC, a summary of program review efforts is included for completeness.

A program is "an organized sequence or grouping of courses leading to a defined objective such as a certificate, degree, license, transfer to another institution, job, career, or acquisition of selected knowledge or skills" *(CCC Program Review)*. Thus, a program can be considered to be an academic or vocational discipline area (e.g. Nursing), a degree or certificate area (e.g. Associate of Science in Pre-Nursing), the collection of general education core courses, or other combinations including personal interest credit classes.

The purpose of program review is to clarify strengths and weaknesses; conduct needs assessment; determine how much learning is taking place (academic achievement); and measure student success through progress towards goals, retention, graduation, transfer, and employment. The District Governing Board (DGB) is concerned whether CCC programs are meeting the needs of the community, are a good use of resources (fiscal and human), and what alternatives (programs / partnerships) exist. Feedback of program review should first be discussed within the program.

A Program Review document was developed during the Spring 1996 semester. This document was approved by the faculty during the Fall 1996 semester.

During Fall 1996 (before the Program Review document was adopted), the following occupational programs underwent review at CCC:

Computer Information Systems
Office Information Systems
Accounting / Business / Economics

## Program Level Assessment

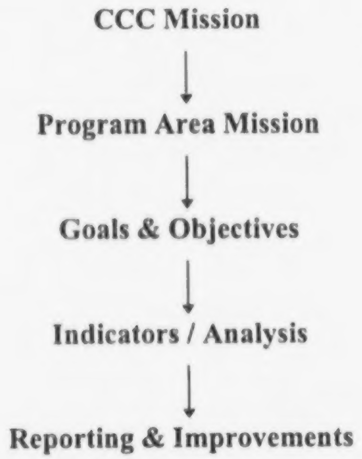
Program level assessment encourages multiple measures and outlooks. Programs define their own objectives, and are not restricted to the issues addressed in program review. Program level assessment should be a "safe" environment in which to evaluate strengths and weaknesses anytime. The purpose is to improve efforts, including new instruction or services methods.

When CCC began implementing its program level assessment during 1996-97, we soon realized that some assumptions had been made which were not necessarily true for all areas. This included:

- area has a mission statement
- area has defined goals and objectives
- area realizes the importance of assessment in improving its functions

What difference does assessment make? Should it be done because of North Central Association for accreditation, for budgeting and planning, and/or for enrollment management? Who is responsible for developing assessment plans and implementing them? Who does assessment information go to, and what do they do with it?

It was realized that the following model was needed for CCC Program Level Assessment:



The *Guideline for Assessment Form*, which was developed by the PIE Committee last year, is suggested to be used for program level assessment. Using that format for each goal of a particular program area, the following information is identified: objectives, population, measures, collection of information, analysis and evaluation, reports of information, and recommendations.

# GUIDELINE FOR ASSESSMENT FORM

**Mission Area:**

**Goal:**

| | | | Collection of Information | | | Analysis & Evaluation | Reports of Information | | | Recommendations |
|---|---|---|---|---|---|---|---|---|---|---|
| Objectives | Population | Measures | By Whom? | What? | When? | | To Whom? | How? | When? | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
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## Learning Enhancement Services Model

CCC's Learning Enhancement Center (LEC) has developed a program level assessment process which can be used as a model for the rest of the College. Both academic and non-academic areas should be able to understand and relate to the model.

The LEC started with the College Mission Statement. Student Services developed its mission statement as follows:

> **"Student Services facilitates access to the College and supports students' attainment of educational goals through effective use of technology, human and financial resources, and community collaboration."**

The LEC then developed their own mission statement:

> **"Learning Enhancement Services mission is to provide opportunities for students to improve their chances for educational success."**

From this the **Learning Enhancement Services Goals and Objectives** were developed:

1. *Define and promote Learning Enhancement Services throughout the College and community.*

   Objectives:
   - a. Publicize our mission statement
   - b. Clearly identify the scope, content, and purpose of all services
   - c. Identify opportunities and challenges to our mission
   - d. Develop promotional materials and referral forms for Vocational Rehabilitation counselors and other community agencies who regularly refer students to CCC
   - e. Continue to develop learning enhancement opportunities district-wide as needs arise and resources become available

2. *Support and complement primary instruction provided by faculty.*

   Objectives:
   - a. Provide staff training and development in effective learning assistance strategies
   - b. Provide one-on-one and small group assistance for any student enrolled at CCC
   - c. Demonstrate subject-specific, problem-solving techniques to students; then encourage the learner to apply the technique(s) independently, giving corrective and complimentary feedback where appropriate
   - d. Use complementary course materials to design and deliver workshops and guide study sessions
   - e. Maintain up-to-date library and media resources which support the curriculum
   - f. Provide bibliographic instruction of library, database, and media resources at NAU, CCC, and other area libraries
   - g. Provide interlibrary loan and research materials to distant learners

h. Provide reasonable accommodations and support services to individuals with disabilities
I. Increase the various kinds of assistive technology available to students with disabilities
j. Seek feedback from faculty to determine ways to augment instruction
k. Conduct demonstrations in classes to alert students with disabilities to special education opportunities, legislation related to disability issues, and assistive technology
l. Increase learning enhancement opportunities for student in distant sites

3. *Foster students' independence and self-confidence in academic endeavors*
Objectives:
a. Commend students for their successful efforts and encourage them to take intellectual "risks" to strengthen the learning process during one-on-one and small group learning assistance
b. Inspire students to seek alternatives to study/learning methods which do not yield satisfactory results
c. Increase the number of workshops and classroom demonstrations in bibliographic and database instruction for students and faculty
d. Attract a greater number of high-risk, returning adult, and vocational students

4. *Provide continuous staff recruitment and development*
Objectives:
a. Conduct staff orientation and training development opportunities which illustrate and promote learning enhancement environments as "a safe place to risk," including sensitivity training on verbal and body language, personal space, tone, attitude, etc., and effective learning assistance in content-specific areas
b. Participate in cultural awareness training to help learning assistants effectively work with special populations
c. Conduct self-advocacy and independent-living philosophy workshops for students with disabilities
d. Participate in training sessions to heighten faculty and learning assistants' awareness to the needs of special populations
e. Maintain a diverse staff in culture, gender, age, subject-matter expertise

5. *Provide a non-threatening environment conducive to studying and learning*
Objectives:
a. Raise the LEC staff and users' awareness/concerns about noise levels
b Offer academic assistance and support to students who indicate readiness
c. Honor students' cultural and learning styles differences

The LEC used goal 2 in developing their program level assessment guideline.

# GUIDELINE FOR ASSESSMENT FORM

**Mission Area:** Learning Enhancement Center
**Goal:** To support and complement primary instruction provided by faculty.

| Objectives | Population | Measures | Collection of Information | | | Analysis & Evaluation | Reports of Information | | | Recommend |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | By Whom? | What? | When? | | To Whom? | How? | When? | |
| Determine if staff training & development are effective | LEC staff | survey | learning specialist | distribute surveys to all LEC staff | each semester; 1st week, 2nd mo. | review/ compile; 3rd wk of 2nd mo. | coordinator & director | written | at time of review | possible change in training |
| Determine if one-on-one & small group assistance enhances learning | LEC users, CCC faculty | feedback of surveys, focus groups | learning specialist | distribute surveys to LEC users & schedule focus groups | midterm ea. semester | review/ compile by end of semester | coordinator & director | written | at time of review | possible change in techniques |
| Determine if staff techniques are developing students independence | LEC staff & users | staff training, survey, focus groups | learning specialist & coordinator | distribute surveys & organize focus groups | midterm ea. semester | review/ compile by end of semester | coordinator & director | written | at time of review | possible change in techniques |
| Determine if workshops enhance student learning | LEC users & staff | survey faculty & users, focus groups | learning specialist & coordinator | distribute surveys & organize focus groups | midterm ea. semester | review/ compile by end of semester | coordinator & director | written | at time of review | possible change in techniques |

# GUIDELINE FOR ASSESSMENT FORM

**Mission Area**: Learning Enhancement Center
**Goal**: To support and complement primary instruction provided by faculty.

| Objectives | Population | Measures | Collection of Information | | | Analysis & Evaluation | Reports of Information | | | Recommend |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | By Whom? | What? | When? | | To Whom? | How? | When? | |
| Determine if library/media resources are up to date and support curriculum | LEC users, staff & faculty | | | | | | | | | |
| Determine if LEC provides reasonable accommod. & services to those with disabilities | Disabled users, Disability Resource staff | | | | | | | | | |
| Determine if LEC is receiving adequate feedback from faculty to augment instruction | LEC staff & CCC faculty | | | | | | | | | |
| Determine if LEC provides adequate instruction of library/media/ database resources at CCC, NAU,... | LEC users & staff | | | | | | | | | |

# GUIDELINE FOR ASSESSMENT FORM

**Mission Area**: Learning Enhancement Center
**Goal**: To support and complement primary instruction provided by faculty.

| Objectives | Population | Measures | Collection of Information | | | Analysis & | Reports of Information | | | Recommend |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | By Whom? | What? | When? | Evaluation | To Whom? | How? | When? | |
| Determine if distant learners are able to adequately use library/ resource materials | Distant learners & faculty | | | | | | | | | |
| Determine if assistive technology is adequate for students with disabilities | Disabled users, Disability Resource staff | | | | | | | | | |
| Determine if class visits are adequately informing students on disability issues | Disabled users & faculty | | | | | | | | | |
| Determine if learning enhancement opportunities are adequate for students in distant locations | Distant learners & faculty | | | | | | | | | |

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Various instruments have been used by the Learning Enhancement Center over time to get feedback on their services. This facilitates the collection of information. The responses are then evaluated and recommendations made for improvement.

## Opportunities for Improvement

Much work is needed in program level assessment. Workshops or small group sessions need to be held to help the various departments in the College develop area mission statements, goals and objectives, indicators and measures, and assessment plans and timelines. The Learning Enhancement Center personnel might help facilitate these efforts.

Before development of program level assessment can be successful, however, the departments must be ready for program level assessment (i.e., have a readiness level for proceeding), and understand its benefits. The LEC uses their goals and objectives on a daily basis to guide what activities should or shouldn't take place depending on what they have stated they should be doing.

Departments need to define their purpose and structure, keeping in mind that they should support the College's Mission Statement and Strategic Plan. They need to ask themselves how effective their area is including use of resources, allocation of resources, duties of personnel, focus of efforts, and student needs and trends. An overall importance of program level assessment and institutional effectiveness is to improve each area in supporting students.

## GENERAL EDUCATION

CCC has placed a special emphasis on general education assessment. During 1996-97, a special project was conducted with the following objectives:

1. Identify the criteria Gen Ed courses have in common or by groupings.
2. Divide all Gen Ed courses into several categories according to the criteria.
3. Identify any specific exclusive objectives, such as for English and math courses.
4. Evaluate all (80+) Gen Ed course outlines according to the established criteria and revise as needed.
5. Revise these course outlines to reflect outcomes-based objectives.
6. Establish outcome assessment techniques and instruments for Gen Ed classes.
7. Assess classroom activities and student outcomes for Gen Ed classes.

Joan Zumwalt was the principal investigator for this project, and received three hours release time for Spring 1997 semester to accomplish the first four of the above actions. The fifth step was largely done at an off-campus workshop with the input of discipline coordinators and faculty. The last two proposed steps will need the combined ideas and efforts of all faculty.

The results of the General Education assessment project for 1996-97 will be documented in a separate report, *Assessment of General Education Curriculum (1997)*. The contents include a preface, history of the General Education curriculum at CCC, summary of review of literature, plan for assessment/revision of curriculum, matrix of criteria for Gen Ed courses, faculty survey of most desirable criteria to be included, revision of General Education Values Statement, summary of revision of Gen Ed course outlines, summary of examination of all Gen Ed course outlines, and possible future Gen Ed student outcomes assessment (how to measure various attributes, are students achieving expected objectives).

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## CLASSROOM LEVEL ASSESSMENT

Faculty at Coconino Community College are encouraged to conduct classroom level assessment as a routine part of their teaching. Classroom Level assessment addresses the following questions:

Are students learning the concepts being taught?
What are the goals/objectives of the class?
What are the expected outcomes/competencies?
What methods can be used to assess student success in the classroom?

A year ago, the Curriculum Committee changed practices in developing course outlines to better address assessment issues. The new outlines include the following sections:

- course description (what students will read in the Catalog; to be brief and without jargon),
- course goals (description for the instructors of the class)
- outcomes (what the students should learn; to be measurable and observable, but not to specify methodology)
- competencies (for vocational courses)
- content (specifics skills, principles, and awareness course must cover; don't tailor to a specific textbook).

A resource manual, *Tools, Techniques, and Strategies for Assessing Student Success In the Classroom*, was compiled and distributed to faculty at the beginning of the Fall 1996 semester. A goal is for this document to grow as faculty submit examples of their assessment materials: tools and descriptions of their classroom assessment strategies.

## DATA SYSTEMS

Coconino Community College recognizes that "official" data systems are required to support institutional effectiveness, assessment, reporting, and grants requirements adequately. Data systems need to include information on students, their demographics, educational intent, the classes they take, and the grades they earn. Data systems also need to include information about CCC's courses, course enrollments, etc. Both snapshot and longitudinal information are needed for various data requests.

### Student Information System

The Student Information System (SIS) contains the registration data for all CCC students attending credit courses. Data is captured from the SIS system for various reporting requirements including census day statistics, federal and state reports, and limited queries.

The SIS system used at CCC from 1991-1997 was written in the Progress 4th Generation Language. The SIS system is dynamic and although daily backups are made, data cannot be extracted at any points in time during the semester or year. The source data for census day of each semester was only kept in paper form. Programs to support queries and reports were limited to those already developed, necessary corrections, and required additions for federal and state reporting requirements. To support institutional research needs, minimal interfaces were created to extract necessary student data. The following tasks were done on the current Progress SIS system in 1996:

- Reviewed query and report programs for accuracy in generating data for federal and state requirements
- Developed interface to extract snapshot student data
- Developed interface to extract data for the student tracking system

Coconino Community College will transition from the Progress SIS to the Student Module of Banner in April 1997, and will start early registration for Fall 1997 on the new system. The following tasks have been identified as needed for the new Banner system in 1997-1998:

- Review query and report programs for accuracy in generating data for federal requirements
- Develop query and report programs for accuracy in generating data for state requirements
- Develop interface to extract snapshot student data
- Develop interface to extract data for the student tracking system
- Develop interface to extract student data for the Arizona Statewide Student Information System

While the institutional researcher has identified and recommended the above data systems work regarding the Student Module of Banner, resources are lacking to support such development efforts to accommodate the institution's current and future needs regarding grants, report requirements, assessment and institutional research. A decision package for consulting services was not approved for the 1997-98 budget, and in-house resources are not available from the Information Technology (computer services) department. Therefore, the institutional researcher will have to work on reporting programs and database interfaces with the Student Module of Banner to support point-in-time (census day information) and longitudinal analysis requests.

## Full-Time Student Equivalent (FTSE) Source Data

Coconino Community College's official reporting date of student enrollment information is the 45th day of the Fall and Spring semesters. CCC's FTSE Source data has been generated and saved in paper form from the Progress SIS. This information is referenced for course level requests, but accessing paper documents is inefficient. During 1996-97 an institutional research database was created to make FTSE information available in an electronic format. Files were created for all semesters since the College began in Fall 1991. Future FTSE source data will be input as information is generated. The dBASE files for the FTSE Source data include the following elements:

- Term, Year
- Prefix & Course Number
- Sequence Number
- Credits of the course
- Enrollment as of FTSE Census Day
- Capacity of the course section

The FTSE Source data files can be queried using the dBASE language. Examples of queries include:

- Number of students enrolled by course or duplicated count for multiple courses
- Student credit hours by course or for multiple courses
  (Student credit hours are computed by multiplying course enrollment by number of credits of the course)
- Capacity by course, or duplicated count for multiple courses
- Counts by type of course (e.g. all ACC courses)
- Counts by location using course sequence numbers
- Comparison of enrollment to capacity

## Snapshot Student Data

The FTSE Source data is only at the course level, and the FTSE Source Database described above does not include information about the individual students enrolled in the courses. Databases are also needed which contain a snapshot of student data at determined points during the semesters (e.g. first day of classes, 10th day of classes, FTSE census day, and after final grades).

During Fall 1996 a consultant developed an interface program to extract the information from the Progress SIS and generate an ASCII file. Data files were created for each semester since the College began in Fall 1991. Since the interface program was not available until after the Fall 1996 term had begun, the Snapshot Data represents "final day" information.

The dBASE files for the Snapshot Student Data includes the following elements:

- Student Identification Number
- Student Gender
- Student Ethnicity
- Student Age
- Student Educational Intent
- Term, Year

for each course registered:

- Prefix & Course Number
- Sequence Number
- Credits of the course
- Status (withdrew, currently enrolled, grade)

The Snapshot Student Data files can be queried using the dBASE language. Examples of queries include:

- Number of students enrolled (unduplicated)
- Numbers of students by demographic information (gender, ethnicity, age)
- Numbers of students by educational intent (major, degree/certificate seeking)
- Credit load by student or average load for multiple students

To continue the snapshot databases in the future, an interface routine will need to be created for the Student Module of Banner. It is desired that this routine be completed before the beginning of the Fall 1997 term, so that data can be generated for first day, 10th day, FTSE census day, final day, and other points in time during the future semesters, as needed to support CCC information requests

### Snapshot Course Data

The snapshot of student data described above contains information about which courses a student takes. Additional course information is needed for course analyses. Since course information is only needed once per course section (not for each student), it is more efficient to save this information in a separate database than with the Snapshot Student Data. This Snapshot Course Data will be extracted at the same determined points during the semesters as the Snapshot Student Data (e.g. first day of classes, 10th day of classes, FTSE census day, and final grades).

During Fall 1996, a consultant developed an interface program to extract the information from the Progress SIS and generate an ASCII file. Data files were created for each semester since the College began in Fall 1991. Since the program was not available until after the Fall 1996 term had begun, data represented "final day" information.

The dBASE files for the Snapshot Course Data include the following elements:

- Term, Year
- Prefix & Course Number
- Sequence Number
- Credits of the course
- Lecture/lab load hours of the course
- Tags indicating vocational, developmental, short courses
- Instructor
- Location of the course
- Start/End date of the course

The Snapshot Course Data files can be queried using the dBASE language. Examples of queries include:

- Number of courses by site
- Number of vocational, developmental, short courses and their enrollments
- Lecture/lab load by instructor

To continue the snapshot databases in the future, an interface routine will need to be created for the Student Module of Banner. It is desired that this routine be completed before the beginning of the Fall 1997 term, so that data can be generated for first day, 10th day, FTSE census day, final day, and at other points during future semesters, as needed to support CCC information requests.

## Student Tracking System

Grants, reporting, and assessment requirements necessitate longitudinal tracking of students. The SIS is not conducive to such analysis, but requires the use of a student tracking system. CCC recommended and procured the LONESTAR+ system for use as its student tracing system.

During Fall 1996 a consultant developed a program to extract the information from the Progress SIS and generate an ASCII file. Data files were created for each semester since the College began in Fall 1991. Those files will be used to load the LONESTAR+ files with the data for that particular term.

To continue the ability to extract the necessary data from the SIS for loading into the LONESTAR+ system in the future, an interface routine will need to be created for the Student Module of Banner. It is desired that this routine be completed before the beginning of the Fall 1997 term.

LONESTAR+ will support student data analyses that have not been capable before with the SIS. The following capabilities will be possible in the future:

- Including CCC placement information for students
- Including progress of CCC developmental courses for students
- Including hours/institutions that students transfer into CCC
- Including term hours/GPA completed at CCC by semester
- Including cumulative hours/GPA at CCC
- Tagging special needs students (financial aid, disabled, etc.)

Queries and reports using the LONESTAR+ system will support grant reporting requirements (Carl Perkins Basic Grant), federal reporting (Student Right to Know and Graduation Rate Survey), as well as assessment needs.

## Statewide Student Data

The various community colleges in Arizona contribute data to a Statewide Student Information System. It is anticipated that this statewide database will be used to track transfers to other Arizona public community colleges, and to coordinate identification of transfers to the Arizona public universities (meeting federal reporting requirements and providing information to the College on transfers to in-state public institutions). The data from the individual community college is also useful for internal analysis since it gives information on students for a whole academic year.

The files for the Statewide Student Data contain one record per student who enrolled any semester during the academic year. It includes elements regarding the general student information (student identification, demographics, educational intent), and information about the fall, spring, and summer semesters (credits attempted, credits completed, term GPA).

Coconino Community College has not contributed data to the statewide system since 1992, and owes data files from the 1992-93, 1993-94, 1994-95, 1995-96, and 1996-97 academic years. It was intended that the Progress programs to generate the Statewide Student Data files would be updated to use the proper format in 1996. Unfortunately, this work was not completed. CCC may compile minimal information to submit using the Snapshot Student data. CCC will also need to create programs to generate data for the statewide system from the Student Module of Banner. This data may be able to be imported into dBASE files by academic year for internal use at CCC.

The dBASE version of the Statewide Student Data files can be queried using the dBASE language. Examples of queries include:

- Number of students enrolled during the academic year (unduplicated)
- Comparison of credits completed versus credits attempted

## Transfer Student Data

The Arizona public universities (Arizona State University (ASU); Northern Arizona University (NAU), and University of Arizona (UA) ) provide feedback data on students they determine have transferred from Coconino Community College. This data is provided in electronic form and can be imported into dBASE files.

In 1996, the Transfer Student Data was imported into dBASE files by semester as provided by the Arizona public universities.

The dBASE files for the Transfer Student Data include the following elements:

- Student identification
- Student demographics
- Student educational intent at the university for each course registered:
- Prefix & Course Number
- Status (grade)

The Transfer Student Data files can be queried using the dBASE language. Examples of queries include:

- Number of former CCC students enrolled at the university by semester
- Number of new students who enrolled at the university by semester
- Majors students declare at the universities
- Academic progress at the university

## Placement Data

The Progress SIS does not include results of the CCC placement tests taken by students. CCC placement data was recorded in paper form, making use for placement assessment studies difficult.

In 1996, the placement data for the past semesters (since the College began conducting English reading, writing, and mathematics tests) was entered into Excel files. Erin Fanning, student worker for PIE and Institutional Research, spent nine months going through the placement testing files in the LEC and Registration to obtain the information, doing the data entry and clean-up. The Computer Lab and Placement Testing Coordinator will maintain the files in 1997, with future placement test data.

The Excel files for the placement data include the following information:

- Student Identifier
- Type of Test (reading, writing, math)
- Test Score and/or Placement Level Recommendation
- Test Date

The placement data files can be viewed for queries such as:

- Number of students taking the different types of placement tests during a time period of interest
- Distribution of test scores and/or placement levels
- Number of students retaking the placement test(s)

The placement data will also be loaded into the student tracking system.

Following is a summary of the placement test results through January 31, 1997:

- Total of 2824 students included
- Total of 7760 placement test entries (one entry per student per test taken)
- Average of 3 entries (reading, writing, math) per student
- Results for 40 students (78 entries) included who do NOT have student records (i.e. the student did not enroll at CCC)
- 74 retakes occured for the reading comprehension test
- 87 retakes occured for the sentence structure test
- 105 retakes occured for the Lotus mathematics test
- Most students did not improve their placement on retakes. Retake scores were a mix of higher and lower results.

## Course History Data

During 1997, the curriculum coordinator and institutional researcher reviewed the course files and developed a mapping documenting the institution's course history from Fall 1991 to present. Appendix C contains a summary of the course history mapping with CCC courses listed by prefix,number and year offered. The full course history project noted changes in the course prefixes, course numbers, course titles, course credits (including lecture and lab hours), and whether courses were identified as general education core curriculum or transfer general education core curriculum. By using this course history, course level enrollment data can now be compiled correctly.

## Opportunities for Improvement

CCC has identified and made progress in developing data systems to support grants, reporting, assessment, and institutional research functions. The Director for Institutional Research is responsible for the development of these databases and the query capabilities. The following table shows the status of these data systems (as of 6/1/97):

|  | SIS Interface | Database | Query |
|---|---|---|---|
| SIS (Progress) | ending Sum. 1997 | exists | exists |
| FTSE Source Data (Progress) | paper | exists | exists |
| Snapshot Student Data (Progress) | exists | exists | exists |
| Snapshot Course Data (Progress) | exists | exists | exists |
| Statewide Student Data (Progress) | use Snapshot Student Data | plan Sum. 1997 | plan Fall 1997 |
| Student Tracking (Progress) | exists | install Sum. 1997 | plan Fall 1997 |
| SIS (Banner) | starting Fall 1997 | April 1997 | plan Fall 1997 |
| FTSE Source Data (Banner) | unknown | need Fall 1997 | need Fall 1997 |
| Snapshot Student Data (Banner) | plan Fall 1997 | need Fall 1997 | need Fall 1997 |
| Snapshot Course Data (Banner) | plan Fall 1997 | need Fall 1997 | need Fall 1997 |
| Statewide Student Data (Banner) | plan Fall 1998 | plan Fall 1998 | plan Spr. 1999 |
| Student Tracking (Banner) | plan Fall 1997 | need Fall 1997 | need Fall 1997 |
|  |  |  |  |
| Transfer Student Data | - | exists | exists |
| Placement Data | - | exists | exists |
| Course History Data | - | exists | exists |

## PILOT PROJECTS

During the Spring 1996 semester, eleven pilot project proposals were submitted, each with a unique role in institutional effectiveness. During 1996-97, three more pilot project proposals were submitted (see Appendix D for the full proposals) and approved for financial and staff support. The status of all CCC pilot projects was discussed at a PIE Progress Review meeting on April 8, 1997:

**Continuing Student Survey:**

Comments: Consider use of focus groups with student leadership council, PTK and other groups. J. St. Vincent and C. Corrigan will help develop approaches.

Status: REDEFINE

**Business Participation Phase I and II:**

Comments: Could not get in touch with initiator (Y. Abl-al-Hakim)

Status: RETIRE

**College Algebra Study:**

Comments: College Algebra went to 4 credit course statewide - no longer need study

Status: RETIRE

**Intermediate Algebra Pre-requisite Study:**

Comments: Not happy with preliminary survey questions, may use student tracking approach to evaluate who's successful? Suggest college algebra instructors obtain information on who did or did not take intermediate algebra as pre-req.

Status: IN PROGRESS

**Graduating Student Satisfaction:**

Comments: Use CIRP completer survey information, maybe add some questions.

Status: RETIRE

**Comparison of Fast Track CIS124 & CIS224**

Comments: B. Cress to provide report of findings (*need model for report)

Status: COMPLETED Spring 96

**Learning Assistance in Computer Labs:**

Comments: to be completed in Spring 97

Status: IN PROGRESS

**Spanish for Native Speakers:**

Comments: Class offered Fall 95, students formed self-interest group. Pilot project would not provide data to lead to improvement - B. Eickmeyer to provide a summary of "lessons learned".

Status: RETIRE

**General Educational Standardized Assessment:**

Comments: Freshman survey done Fall 96, completer survey done Spring 96 & 97, need (someone) to evaluate informational value, suggest use the surveys for 3 years to get freshmen/completer comparison, need to provide UCLA feedback on our student reactons to surveys. PROBLEM: can't identify TGECC completers.

Status: Freshman/Completer ON GOING,
CAPP not done due to high cost, cognitive through J. Zumwalt's
Gen Ed project

**Freshman Survey:**

Comments: Report in from UCLA, B. Cress to do project report - including CCC questions, mass mailing not effective, need to gather first time CCC student info when registering and sample them. Talk to S. Miller and L. Gallegos re: this. Ask students for permanent addresses, if distributing in admissions cross-check if student enrolled, instruct student to return completed survey to specific person/place NOT by mail.

Status: COMPLETED Fall 96

**Attrition/Retention:**

Comments: Need standardized attendance records, need to discuss strategy about continuance of project at next PIE meeting with Spring 97 data.

QUESTION: Is an F a withdrawal?

Status: IN PROGRESS with Fall 96 data

**English:**

Comments:

Status: IN PROGRESS

**Pilot Project Results**

During the PIE Progress Review meeting, the need for a Pilot Project Results form was identified. Such a form will allow the principal investigators to report their findings, evaluate the usefulness of their project, tally resources used, and recommend any related activities beyond the pilot project itself. Following is a draft of the Pilot Project Results form:

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## COCONINO COMMUNITY COLLEGE
## PRINCIPAL COMMITTEE FOR INSTITUTIONAL EFFECTIVENESS

### PILOT PROJECT RESULTS

TODAY'S DATE ____________ PROJECT TITLE ______________________________

INVESTIGATOR ________________________ DISCIPLINE/DEPT. ____________

PROJECT STARTED ________________ PROJECT COMPLETED ____________

TOTAL PROJECT COST (Attach :temized expense sheet) ____________________

**Please summarize the results in the following areas (attach supporting information as needed):**

PROJECT PROCEDURES / RESULTS:

SCOPE OF PROJECT:

SUGGESTIONS FOR COLLEGE IMPROVEMENT:

FUTURE IMPLICATIONS AND RECOMMENDATIONS (Does this assessment activity need to be conducted again? If so, when? Why? By whom?):

WHO RECEIVED PROJECT RESULTS (List all departments, individuals, agencies, etc.):

INITIATOR ________________________________ DATE ______

PROGRAM COORDINATOR ______________________ DATE ______

DIV. CHAIR / DEPT. SUPV. ___________________ DATE ______

PIE CHAIR ________________________________ DATE ______

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## FRESHMAN AND COMPLETER STUDENT SURVEYS

### *Freshman Survey*

During the Fall 1996 semester, instructors were asked to have their students acknowledge whether this was the first time they had attended CCC. This survey is produced by the Higher Education Research Institute at UCLA's Cooperative Institutional Research Program (CIRP). The *Freshman Survey* was mailed to 400 of the 600-700 new students. A telephone follow-up was done to encourage participation. Seventy-eight surveys were returned (19.5% return rate), and the surveys were sent to UCLA for analysis. Included in the servey were 6 questions specific to CCC.

### *Completer Survey*

During Spring Semester 1997, the CIRP *College Student Survey* was again conducted with the graduating class of 1996-97. This year the survey was distributed with the graduation materials from the records office. A telephone follow-up was also done to encourage participation.

### Opportunities for Improvement

A volunteer needs to go through the results of the *Freshman* and *Completer Student* Surveys to summarize information of value to CCC. It has been suggested that both surveys be conducted for at least three years so changes in student opinions can be determined between the freshman and completer points of time. After three years the surveys should be reassessed to determine if they are appropriate instruments for CCC's continued use. Of concern is the time it takes students to fill out the surveys, and value gained to CCC from the questions asked on the surveys.

The PIE Committee needs to define its philosophy, goals and objectives for assessment pilot projects. It should review all institutional assessment activities and recommend areas in the assessment program where projects need to be encouraged. Pilot projects might involve developing specific objectives, defining expected outcomes, gathering data, and measuring achievements. The PIE Committee also needs to address when pilot projects should be continued as regular assessment activities, and then who, what, when, and why.

## ACCOMPLISHMENTS OF OTHER CCC COMMITTEES

PIE feels that part of its function is to provide linkages between assessment and activities of other committees at CCC. In this role, PIE serves as a central "warehouse" for assessment resources and activities at the College. Hence, year-end reports were collected from the standing committees at CCC in order to review the overall accomplishments and record the correlation to the improvement of institutional effectiveness (see Appendix F).

The College Leadership Team (CLT) identified the following Institutional Goals for Coconino Community College for 1996-97 (responsible persons are also listed):

1. NCA Follow-up Reports (Tullar/Fishco)
    A. Institutional Assessment
    B. Strategic Plan
2. Benefits Package (Alvarado/Davis)
3. Complete and Move into the Page Campus (Davis/Easton/Fishco/Lewis)
4. Master Plan and Schematics for Flagstaff Campus (Tullar/Davis/Easton)
5. Public Image, Marketing Plan, Publications (Alvarado)
6. Fifth Year Celebration (Alvarado)

The CLT also defined the following goals for themselves for 1996-97:

1. District-wide Student Access to Internet (Kraus)
2. Student Banner up Spring 1997 (Duncan/Davis)
3. Enrollment Management (Duncan/Division Chairs)
4. Implementation of Program Review (Fishco)
5. A. ADA Academic Program Requirements (Division Chairs)
    B. ADA Transition Plan
6. Continuously Enhance Quality of Service to Students (Duncan)
7. Develop Student Leadership Opportunities (Duncan)

# Conclusion

## REPORT SUMMARY

Assessment is the process which leads to the measurement of institutional effectiveness. This has become a universal thrust for higher education. Coconino Community College has continued to make significant progress in developing and implementing its Assessment Program during 1996-1997.

Institutional effectiveness is not limited to the instruction area. Every function of the College must be part of the overall assessment program. Therefore, PIE proposed to the College Leadership Team Plus on May 7, 1997 that:

- the assessment of institutional effectiveness become an institutional priority (and part of the institution's goals)
- each functional area develop its mission statement and goals with appropriate indicators by which to assess their effectiveness
- a timetable be established to accomplish assessment activities.

In addition to our internal desires to be as effective and efficient as possible, the North Central Association has imposed criteria for assessment and institutional effectiveness. Although the next NCA evaluation visit is not until 2000-2001, it will take the next two-to-three years to implement our assessment program and gather data sufficient to demonstrate outcomes to NCA.

Coconino Community College needs to spend time discussing what the College wants to look like (what programs and services to provide) in the future. Plans can then be made as to how the College gets from where it is now to where it wants to be. CCC needs a strong commitment to institutional effectiveness, connecting the College mission and expected outcomes. Institutional effectiveness involves engagement in defining goals and objectives, selecting and designing appropriate indicators and measurement instruments, collecting needed data, analyzing and reporting the information, and making recommendations for improvement.

Communication is important to CCC's assessment and institutional effectiveness efforts. Assessment activities during the academic year will continue to be publicized through the College Newsletter. An annual progress report on assessment will be prepared by PIE (responsibility of the PIE co-chairs), including accomplishments, data collected, findings, and recommendations for improvement.

## Opportunities for Improvement

Coconino Community College needs to raise the awareness and priority for ongoing assessment activities. Assessment and institutional effectiveness is everyone's responsibility. Every department and employee needs to ask:

- What do you do to promote CCC's mission of supporting student success?
- How do you expect to accomplish your goals?
- What can be improved?

CCC also needs to promote a learning community for its faculty, staff, and administration. We have a responsibility not only to pursue excellence in teaching and learning for our students, but to help each other through collegiality and professional support.

Coconino Community College's Assessment Program needs continuous, strong support from its administration (President, Vice Presidents, Deans, Division Chairs, and Leadership Team members). Assessment needs to be tied to the College planning and budgeting efforts. As assessment activities are implemented, the assessment budget and human resources need to be continuously reviewed.

Coconino Community College realizes that it cannot rush a good assessment process. Instead, we must prioritize and focus our efforts, developing and implementing assessment activities over time. Much has been accomplished this past academic year; much is yet to be accomplished in future years. We have worked hard to establish a good beginning and feel we have the momentum and enthusiasm to continue efforts aimed towards improving the institution's effectiveness.

# Glossary

## GLOSSARY

| | |
|---|---|
| ASAA | Assessment of Student Academic Achievement<br>Task force team responsible for defining CCC's Assessment Plan. |
| ASU | Arizona State University |
| CCC | Coconino Community College |
| CLT | College Leadership Team |
| FTSE | Full-Time Student Equivalent |
| NAU | Northern Arizona University |
| NCA | North Central Association |
| PIE | Principal Committee for Institutional Effectiveness<br>Standing committee which directs implementation of assessment at CCC. |
| SBDC | Small Business Development Center |
| SIS | Student Information System |
| TGECC | Transfer General Education Core Curriculm |
| UA | University of Arizona |

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# Appendix A

## CCC Assessment Terms

## ASSESSMENT TERMS

**Assessment**: The ongoing process of analyzing and evaluating CCC's functions and activities by examination, performance assessments, surveys, focus groups, interviews, follow-up studies or other methods. Information gathered enables the College to understand its effectiveness and improve educational offerings and services. Participation is appreciated and valued by members of the College community.

**Attrition**: Rate at which students drop a class or classes, compared to enrollment on the 45th day or other specified time of the semester.

**College-Level Basic Skills**: Skill levels (reading, writing, computation, study skills) sufficient for students to be successful in college-level courses (i.e. College Composition I, College Algebra).

**Completer**: CCC student who received either a Basic/Advanced/Technical certificate or an Associate degree, completed the TGECC, or completed at least 12 CCC credits and requested transfer to another post-secondary institution.

**Continuing Student**: Student enrolled at CCC who was also enrolled the previous (Fall/Spring) semester.

**Developmental Courses**: Courses intended to raise the student's skill levels in English writing and reading, and/or math to college-level abilities; includes the following CCC courses: ENG 060, ENG 029, ENG 030, ENG 031, MAT 055, MAT 087.

**Drop Out**: CCC student who has not enrolled for three or more years.

**Educational Goals**: Student's academic reason for attending CCC; Personal growth, transfer to a university, better job skills, and/or receive a CCC Basic/Advanced Technical certificate or an Associate degree.

**Full-Time Student**: Student enrolled for twelve or more credit hours in a semester, as of the 45th day of the semester.

**GECC**: General Education Core Curriculum; A group of courses which provide basic skills and expose students to broad areas of knowledge. Specific GECC courses are required for all CCC Associate degrees.

**Graduate**: CCC student who earned either a Basic/Advanced/Technical certificate or an Associate degree by meeting the appropriate requirements and filing a graduation application with the College.

**Institutional Effectiveness**: An internal strategy for planning and evaluating the generated data by which the college can determine if it is matching its performance to its purpose. (ref: Roueche, J.E.; Johnson, L.F; and Roueche, S.D. (April/May 1997) "Embracing the Institutional Effectiveness Tiger", Community College Journal.)

**New Student**: Student enrolled for first time at CCC.

**New to Higher Education** (also called first-time, first-year student): Entering student who has not previously attended any college or university credit classes.

**Part-Time Student**: Student enrolled for less than twelve credit hours in a semester, as of the 45th day of the semester.

**Persistence**: Continuing enrollment in subsequent semester(s) by a student.

**Placement Testing**: The process used to determine a student's level in math, English, reading, and modern languages. Placement tests must be taken before a student can enroll in math and English classes, and second semester of Spanish.

**Portfolio**: A collection of representative student work over a period of time. Portfolios may be used for evaluation of a student's abilities and improvement.

**Program Intent**: Major, or course of study, designated by the student when enrolling at CCC.

**Readmit**: Student who last attended CCC over three years ago and is enrolling for an upcoming term; drop-out who is returning to CCC.

**Reliability**: The extent to which a test is dependable, stable, and consistent when administered to the same individuals on different occasions. A statistical term that defines the extent to which errors of measurement are absent from a measurement instrument.

**Retention**: Completion of a course by a student.

**Returning Student**: Student enrolled at CCC after an absence of one or more semesters.

**Stop Out**: CCC student with less than a three-year gap in enrollment.

**Student Success**: Completion of a student's educational goals; Personal growth, knowledge of the subject, receiving a passing grade, job placement, acceptance to a university, earning a CCC degree or certificate, and/or ability to critically analyze information as a result of taking a CCC courses or courses (taken from Criterion I of *CCC Self Study*, August 1995).

**TGECC**: Transfer General Education Core Curriculum; A block of 41 semester credit hours of general education coursework that will transfer as a block to meet the lower division general education requirements at any other public Arizona community college or university.

**Transfer Student**: (1) Student entering CCC for the first time but known to have previously attended another post-secondary institution (transfer in); (2) CCC student who continues their education at another post-secondary institution (transfer out).

**Validity**: The extent to which a test measures what it was intended to measure. Indicates the degree of accuracy of either predictions or inferences based upon a test score.

# Appendix B

## CocoNotions Columns

Celebrating
5
Years of Student
Success

# CocoNotions

*Coconino Community College newsletter - dedicated to promoting faculty, staff and student success*

**December 1996**

*PIE Corner*

## surveyitis:

n. an irritable condition resulting from an excessive exposure to surveys; frequently found among college students, faculty and staff; effects vary from mild irritation to open derision; condition is not usually fatal but needs immediate attention.

Treatments (must be used together):

a. reasonable restraint in survey production and application

b. tabulation, evaluation, interpretation, and open dissemination of survey results; application of survey results where appropriate.

In the process of conducting an inventory of surveys in place at CCC, the PIE committee has identified a need for centralizing survey procedures.

Indentified challenges are:

- some surveys, while being reviewed, are not being tallied or evaluated;
- survey results are not widely available to others in the institution;
- survey results are not being used to identify or effect needed changes.

An important step in improving the assessment process is an institutional-wide commitment to following through on the interpretation, dissemination, and application of assessment practices.

## PIE Recipe:

Identify a need, challenge, or question. Create a tool to measure the important ingredients. Collect, tabulate, and evaluate data. Cogitate on and discuss the gathered mixture for the right amount of time (it's done when you can stick a straw in the center and come out with a definite tidbit of information).

Interpret the results. Share the information. Formulate the application. Effect changes! You're done! You now have, start-to-finish, a successful PIE. Invite your colleagues over for coffee and a delicious taste of improved services to our college community!

CocoNotions is the official newsletter of Coconino Community College. It is published monthly by the CCC Public Information Office: 3000 North Fourth St., Suite 17, P.O. Box 80,000, Flagstaff, AZ 86003-8000, (520) 527-0663 or 800-350-7122. Fax (520) 526-1821.

| | |
|---|---|
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CocoNotions

*Coconino Community College newsletter - dedicated to promoting faculty, staff and student success*

January 1997

**PIE Corner**

Celebrating 5 Years of Student Success

## Institutional Goals for 1996/97

- Complete NCA followup reports
- Complete institutional assessment
- Complete strategic plan update
- Review benefits package
- Completion of the Page campus
- Schematics for the Flagstaff campus
- Continue image building
- Develop marketing plan
- Continue 5th Year Celebration

*by Jay St. Vincent*

President Phil Tullar received word on Dec. 9, that the assessment update documents required by NCA had been approved. In a letter accepting the documents, Dr. Stephen Spangehl said, "These documents indicated that Coconino Community College has clearly taken the assessment of student learning as a serious collegiate responsibility. The institution should have copious and persuasive evidence in the years 2000-2001 to show the next comprehensive evaluation team that the college is effectively assessing what its students are learning and is using the information it gathers to improve its teaching-learning processes."

The PIE committee has unanimously approved an extensive pilot project in the English discipline. During spring semester 1997, English 101 classes at the Flagstaff and Page campuses will be participating in a research project to test and design outcomes assessment procedures for the course. Results of the research will be used to recommend procedures for measuring the competencies of students completing English 101.

The task force, guided by Jay St. Vincent, English program coordinator, is co-chaired by associate faculty members Ron Pruitt and Mary Natali. Others members are Marty Lara, Amy Dohm, and Mary Toerner.

"This is an ambitious project," stated St. Vincent. "We welcome as much input from faculty and staff as we can get. Please let us know your ideas."

### PIE Recipe: Early Assessment

Try frequent, brief, informal assessment in your classes early in the semester. This assessment can be in the form of short written responses (Ray Battee has some good forms for this), or you can encourage open assessment discussions. Assessment shouldn't wait until late in the semester. ASSESS EARLY. ASSESS OFTEN. You will enjoy the benefits all semester.

Copies of "Classroom Assessment Techniques" are available in the LEC.

*PIE-sponsored workshops*

## Team learning

Two PIE-sponsored workshops were held in November for full-time and part-time faculty.

"Team Learning in the College Classroom: A Total Quality Approach," was presented on Nov. 9 by associate faculty member Marian Combs.

Key points mentioned about TQM in the college classroom include: customer orientation, where students act as customers as well as employees and products; employee empowerment, where employees (students) can demonstrate applications of information; continuous improvement which requires feedback and teams as a major structural component to build cohesiveness.

## Building community in the classroom

The second workshop, "Establishing a Community in Your Classroom," was held on Nov. 12. The workshop was presented by Barbara Eickmeyer, Jay St. Vincent, and Joan Zumwalt.

St. Vincent explained that instructors can create a sense of community in the classroom by providing an open atmosphere for learning, questioning, diversity, and critical thinking.

To accomplish this instructors can incorporate students' previous knowledge and value the diversity in the classroom. Classroom exercises and activities were also shared by workshop participants.

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February 1997

# CocoNotions

*Coconino Community College newsletter - dedicated to promoting faculty, staff and student success*

Celebrating
5
Years of Student
Success

**PIE Corner**

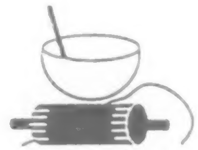
*by Jay St. Vincent*

## Study to assess at-risk students

The information gathered from the Attrition Study Pie Pilot Project (PPP) is now being evaluated. **Barbara Cress** is in charge. Thank you to everyone for turning in your duplicate attendance rolls and a special thanks to **Liz Gallegos** and others in registration for extraordinary cooperation. From this PPP, we will learn valuable information about the numbers of students actually completing CCC courses and about those who drop. The study will allow us to address attrition issues based on real information about our at-risk students.

The PPP devoted to Institutional Assessment Inventory is up and running. **Pattie Odgers** will be contacting various departments for information. Please be prepared to share the following: What assessment activities are you engaged in? How do you treat the data once it is gathered? How and to whom do you disseminate the information? What improvements have occurred in response to the assessment activity?

### Pie Recipe



Take advantage of the excellent PIE resource center in the Learning Enhancement Center. If you develop a quick assessment activity, please share it with us!

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Celebrating
5
Years of Student
Success

March 1997

CocoNotions

*Coconino Community College newsletter - dedicated to promoting faculty, staff and student success*

## Pie Recipe

For Academia Nut Pie:

Place one clearly defined goal in a large mixing bowl. Add objectives, collection processes, and reporting processes. Stir. Let sit, but not for too long. Stir again. Then taste. When the ingredients are ready, bake. Cool and serve. (Don't worry. You won't go nuts!)

*PIE Corner*

# PIE sponsors assessment wksp

*by Jay St. Vincent*

The PIE committee sponsored a very successful Program Assessment Workshop for 20 participants on Feb. 11, conducted by Kathryn Reisdorter.

Dr. Reisdorter holds a Ph.D in Modern European History from the University of Minnesota. She has extensive experience teaching in the community college setting and came to Yavapai College in 1993 and became involved in the assessment of institutional effectiveness there. She serves Yavapai as the outcomes assessment coordinator. She is well trained and believes that, while theory is important, "it's in the practice of assessment where we find out if things work out."

Dr. Reisdorter emphasizes developing plans that give timely and meaningful feedback to those who are involved in instruction and in making decisions about instruction.

After a brief introductory session, the participants broke up into groups to work on their program assessment plans. There were groups from CIS, the LEC, Student Services, General Education, and Math/Science. The meeting closed with a sharing session which resulted in several concrete suggestions. Dr. Reisdorter emphasized that all program level assessors should share goals and information with each other, not only about the results of particular assessment projects, but also the challenges and complexities of developing assessment.

The group also discussed approaches to tracking studuents' success after they leave CCC. In the future, CCC will have a student tracking system developed by the Office of Institutional Research which will be accessible by program assessors.

The next workshop on program assessment will be held on April 8.

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April 1997 Community College Month

Celebrating
5
Years of Student
Success

# CocoNotions

*Coconino Community College newsletter - dedicated to promoting faculty, staff and student success*

**PIE Corner**

## Pie Recipe

It's time for a recipe contest. We want the best assessment recipe you've tried to share with everyone. We are looking for a winner in our **Coconino Nut Cream Pie Contest**. Submit entries to: Jay St. Vincent or any other PIE member. There's a prize! Deadline is April 7th.

## PIE members to speak at NISOD

*by Jay St. Vincent*

**Barbara Eickmeyer**, **Laurie McCown**, and **Dan Bingham** will be making an assessment topic presentation at the National Institute for Staff and Organizational Development (NISOD) conference in Austin, Texas, in May.

CCC's three representatives will emphasize the need for a college assessment program to be owned and led by the faculty. They will share experiences in (1) faculty involvement in assessment, (2) our first year of assessment implementation, and (3) the need for balance in teaching, learning, and assessment focus. The presentation title is "Run With the Pie: Assessment in 0-60." Congratulations to Barbara, Laurie, and Dan!

In addition, the ERIC Clearinghouse for Community Colleges has accepted CCC's "1995-1996 Assessment Program Technical Progress Report," for inclusion in the ERIC collection. The ERIC reviewers felt that the document would be a valuable addition to the catalog. Again, congratulations to our PIE committee.

### Baker to receive teaching excellence award

Math Instructor **Monica Baker**, CCC's 1996/97 Faculty Member of the Year, will receive a teaching excellence award during the NISOD conference May 25-28 in Austin, Texas.

Criteria for the award include: modeling high standards of performance and knowledgeability in subject area, encouraging student participation and innovation, and best representing the mission of CCC as demonstrated by extracurricular activities above and beyond teaching assignment.

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Coconino
Community
College

May 1997

# CocoNotions

*Coconino Community College newsletter - dedicated to promoting faculty, staff and student success*

## Wrap-up Recipe:

Make a wrap of goals, objectives, and outcomes. Define and clarify thoroughly. Shape and spread.

Fill with assortment of remaining ingredients.

Bake and serve.

*PIE Corner*

# Time to reflect on academic year

*by Jay St. Vincent*

The end of the academic year provides a great opportunity to reflect on not only WHAT we have done in assessment, but WHY. Did our assessment activities have a clear plan for analyzing and disseminating the data we gathered? Were we able to recommend improvements? Were improvements implemented?

As we move toward our next year of assessment activity, consider areas in which assessment activity is indicated. Can we pick up on projects that have already begun and follow them through to completion? Do we need to look at completely new applications of assessment? And are we committed to applying assessment results to the process of improving our college?

### PIE Accomplishments for 1996/97 Academic Year

- Completed Intent to Survey Procedure
- Developed and implemented CCC Student Retention Project
- Completed General Education Review of Course Outlines and Outcomes Statements
- Conducted a number of successful assessment workshops

## Pie Recipe

Pie Wrap-ups--a satisfying treat stuffed to overflowing with enticing objectives, chunks of savory data, swirls of goals and objectives, and juicy bits of application--all wrapped in a tasty crust of outcomes and topped with chopped tidbits. (See recipe at left).

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# Appendix C

# Course History Mapping

# COCONINO COMMUNITY COLLEGE
# LEADERSHIP TEAM PLUS

**Submitted by:** Laurie McCown

**Date:** 4/16/97

**Discussion:** X

**Recommendation:**

**Time Requested:** 5 Minutes

**Time Allotted:** 5 Minutes

**Subject:** Course History Mapping

**Brief:** **(Summarize)**

**Jan Jackson and Laurie McCown compiled the attached mapping of CCC courses documenting the history from 1991-1992 to the present.**

**(Attach Supporting Documents)**

************************************************************************************

**Recommendation:**

Information only.

CLTPFORM
09/05/96

Course Mapping

| 1991-1992 | 1992-1993 | 1993-1994 | 1994-1995 | 1995-1996 | 1996-1997 | 1997-1998 |
|---|---|---|---|---|---|---|
| ACC115 | | | | | | |
| ACC090 | | | | | | |
| | ACC098 | ACC098 | ACC098 | retired | | |
| | ACC099 | ACC099 | ACC099 | retired | | |
| | | ACC100 | ACC100 | ACC100 | ACC100 | ACC100 |
| ACC131 | ACC101 | ACC101 | ACC101 | ACC101 | ACC101 | ACC101 |
| ACC132 | ACC102 | ACC102 | ACC102 | ACC102 | ACC102 | ACC102 |
| | ACC103 | ACC103 | ACC103 | ACC103 | ACC103 | ACC103 |
| | ACC104 | ACC104 | ACC104 | ACC104 | ACC104 | ACC104 |
| | ACC105 | ACC105 | ACC105 | ACC105 | ACC105 | ACC105 |
| | ACC106 | ACC106 | ACC106 | ACC106 | ACC106 | ACC106 |
| | BUS109 | BUS109 | BUS109 | BUS109 | BUS109 | ACC109 |
| ACC121 | | | | | | |
| ACC122 | | | | | | |
| ACC127 | | | | | | |
| | ACC201 | ACC201 | ACC201 | ACC201 | ACC201 | ACC201 |
| | ACC202 | ACC202 | ACC202 | ACC202 | ACC202 | ACC202 |
| | ACC204 | ACC204 | ACC204 | ACC204 | ACC204 | ACC204 |
| | ACC205 | ACC205 | ACC205 | ACC205 | ACC205 | ACC205 |
| | ACC206 | ACC206 | ACC206 | ACC206 | ACC206 | ACC206 |
| | ACC207 | ACC207 | ACC207 | ACC207 | ACC207 | ACC207 |
| | ACC210 | ACC210 | ACC210 | ACC210 | ACC210 | ACC210 |
| | ACC220 | ACC220 | ACC220 | ACC220 | ACC220 | ACC220 |
| AHS131 | AHS131 | AHS131 | AHS131 | AHS131 | AHS131 | AHS131 |
| | CJC100 | CJC100 | AJS101 | AJS101 | AJS101 | AJS101 |
| | | CJC110 | AJS110 | AJS110 | AJS110 | AJS110 |
| | CJC120 | CJC120 | AJS120 | AJS120 | AJS120 | AJS120 |
| | | CJC130 | AJS130 | AJS130 | AJS130 | AJS130 |
| | SOC141 | CJC141 | AJS141 | AJS141 | AJS141 | AJS141 |
| | | CJC150 | AJS150 | AJS150 | AJS150 | AJS150 |
| | | CJC160 | AJS160 | AJS160 | AJS160 | AJS160 |
| | | CJC170 | AJS170 | AJS170 | AJS170 | AJS170 |
| | | CJC200 | AJS200 | AJS200 | AJS200 | AJS200 |
| | | CJC220 | AJS220 | AJS220 | AJS220 | AJS220 |
| | CJC230 | CJC230 | AJS230 | AJS230 | AJS230 | AJS230 |
| | | CJC240 | AJS240 | AJS240 | AJS240 | AJS240 |
| | | CJC140 | AJS250 | AJS250 | AJS250 | AJS250 |
| | | CJC260 | AJS260 | AJS260 | AJS260 | AJS260 |
| | | CJC265 | AJS265 | AJS265 | AJS265 | AJS265 |
| | | CJC280 | AJS280 | AJS280 | AJS280 | AJS280 |
| | | CJC291 | AJS291 | AJS291 | AJS291 | AJS291 |
| | | CJC292 | AJS292 | AJS292 | AJS292 | AJS292 |
| | | CJC293 | AJS293 | AJS293 | AJS293 | AJS293 |
| ANT102 | ANT102 | ANT102 | ANT102 | ANT102 | ANT102 | ANT102 |
| | ANT110 | ANT110 | ANT110 | ANT110 | ANT110 | ANT110 |
| | ANT241 | ANT241 | ANT241 | ANT241 | ANT241 | ANT241 |
| ART100 | ART100 | ART100 | ART100 | ART100 | ART100 | ART100 |
| | ART103 | ART103 | ART103 | ART103 | ART103 | ART103 |
| | | | | | | ART105 |
| ART106 | ART106A | ART106A | ART106A | ART106A | ART106A | retired |
| ART110 | ART110 | ART110 | ART110 | ART110 | ART110 | ART110 |
| | ART111 | ART111 | ART111 | ART111 | ART111 | ART111 |
| ART124 | ART114 | ART114 | ART114 | ART114 | ART114 | ART114 |

Course Mapping

| 1991-1992 | 1992-1993 | 1993-1994 | 1994-1995 | 1995-1996 | 1996-1997 | 1997-1998 |
|---|---|---|---|---|---|---|
| | ART115 | ART115 | ART115 | ART115 | ART115 | ART115 |
| ART120 | ART120 | ART120 | ART120 | ART120 | ART120 | ART120 |
| ART121 | ART121 | ART121 | ART121 | ART121 | ART121 | ART121 |
| ART133 | ART133 | ART133 | ART133 | ART133 | ART133 | ART133 |
| | ART134 | ART134 | ART134 | ART134 | ART134 | ART134 |
| | ART140 | ART140 | ART140 | ART140 | ART140 | ART140 |
| ART142 | | | | | | |
| ART144 | | | | | | |
| ART150 | ART150 | ART150 | ART150 | ART150 | ART150 | ART150 |
| | | | | ART151 | ART151 | ART151 |
| | | | ART160 | ART160 | ART160 | ART160 |
| | | | | ART165 | ART165 | ART165 |
| | | ART170 | ART170 | ART170 | retired | |
| ART178 | | | | | | |
| | | ART180 | ART180 | ART180 | ART180 | ART180 |
| | ART190 | ART190 | ART190 | ART190 | ART190 | ART190 |
| | | | ART191 | ART191 | ART191 | ART191 |
| ART194 | ART194 | ART194 | ART194 | ART194 | ART194 | ART194 |
| | ART195 | ART195 | ART195 | ART195 | ART195 | ART195 |
| | | | ART200/201 | ART201 | ART201 | ART201 |
| | | | ART202 | ART202 | ART202 | ART202 |
| | ART203 | ART203 | ART203 | ART203 | ART203 | ART203 |
| | | | ART210 | ART210 | ART210 | ART210 |
| | | | ART214 | ART214 | ART214 | ART214 |
| | | | | | ART220 | ART220 |
| | | | | | ART250A | ART250 |
| ART250 | ART250 | ART250 | ART250 | ART250 | ART250 | ART251 |
| | AUT100 | AUT100 | AUT100 | AUT100 | AUT100 | AUT100 |
| AUT102 | | | | | | |
| AUT129 | | | | | | |
| AUT131 | | | | | | |
| AUT151 | | | | | | |
| AVT131 | AVT131 | AVT131 | AVT131 | AVT131 | AVT131 | AVT131 |
| | | | | AVT132 | AVT132 | retired |
| | AGR095 | AGR095 | AGR095 | BIO095 | BIO095 | BIO095 |
| BIO180 | BIO180 | BIO100 | BIO100 | BIO100 | BIO100 | BIO100 |
| | BIO105 | BIO105 | BIO105 | BIO105 | BIO105 | BIO105 |
| | BIO109 | BIO109 | BIO109 | BIO109 | BIO109 | BIO109 |
| | BIO110 | BIO110 | BIO110 | BIO110 | BIO110 | BIO110 |
| | BIO184 | BIO184 | BIO184 | BIO184 | BIO184 | BIO184 |
| | BIO190 | BIO190 | BIO190 | BIO190 | BIO190 | BIO190 |
| | BIO201 | BIO201 | BIO201 | BIO201 | BIO201 | BIO201 |
| | BIO202 | BIO202 | BIO202 | BIO202 | BIO202 | BIO202 |
| | BIO205 | BIO205 | BIO205 | BIO205 | BIO205 | BIO205 |
| BSA080A | | | | | | |
| | MTH/MAT103 | MAT103 | MAT103 | BUS100 | BUS100 | BUS100 |
| BSA131 | BUS101 | BUS101 | BUS101 | BUS101 | BUS101 | BUS101 |
| | BUS102 | BUS102 | BUS102 | BUS102 | BUS102 | BUS102 |
| BSA110 | BUS103 | BUS103 | BUS103 | BUS103 | BUS103 | BUS103 |
| | BUS105 | BUS105 | BUS105 | BUS105 | BUS105 | BUS105 |
| | BUS106 | BUS106 | BUS106 | BUS106 | BUS106 | BUS106 |
| | BUS107 | BUS107 | BUS107 | BUS107 | BUS107 | BUS107 |
| | BUS108 | BUS108 | BUS108 | BUS108 | BUS108 | BUS108 |

Course Mapping

| 1991-1992 | 1992-1993 | 1993-1994 | 1994-1995 | 1995-1996 | 1996-1997 | 1997-1998 |
|---|---|---|---|---|---|---|
| | BUS110 | BUS110 | BUS110 | BUS110 | BUS110 | BUS110 |
| OAD120 | OIS105 | OIS105 | OIS105 | OIS105 | OIS105 | BUS111 |
| | | | | BUS199A | BUS199A | retired |
| | | | | BUS199B | BUS199B | retired |
| | OIS200 | OIS200 | OIS200 | OIS200 | OIS200 | BUS200 |
| BSA238 | BUS203 | BUS203 | BUS203 | BUS203 | BUS203 | BUS203 |
| BSA233 | BUS104 | BUS104 | BUS104 | BUS104 | BUS104 | BUS204 |
| | BUS206 | BUS206 | BUS206 | BUS206 | BUS206 | BUS206 |
| BSA230 | BUS207 | BUS207 | BUS207 | BUS207 | BUS207 | BUS207 |
| | BUS208 | BUS208 | BUS208 | BUS208 | BUS208 | BUS208 |
| BSA120 | BUS209 | BUS209 | BUS209 | BUS209 | BUS209 | BUS209 |
| BSA140 | BUS210 | BUS210 | BUS210 | BUS210 | BUS210 | BUS210 |
| BSA223 | BUS211 | BUS211 | BUS211 | BUS211 | BUS211 | BUS211 |
| | BUS212 | BUS212 | BUS212 | BUS212 | BUS212 | BUS212 |
| | BUS213 | BUS213 | BUS213 | BUS213 | BUS213 | BUS213 |
| | BUS214 | BUS214 | BUS214 | BUS214 | BUS214 | BUS214 |
| | BUS215 | BUS215 | BUS215 | BUS215 | BUS215 | BUS215 |
| | BUS216 | BUS216 | BUS216 | BUS216 | BUS216 | BUS216 |
| | | BUS217 | BUS217 | BUS217 | BUS217 | BUS217 |
| | | BUS218 | BUS218 | BUS218 | BUS218 | BUS218 |
| | | BUS219 | BUS219 | retired | | |
| | | BUS220 | BUS220 | retired | | |
| | | BUS221 | BUS221 | retired | | |
| | | BUS222 | BUS222 | retired | | |
| | | BUS223 | BUS223 | retired | | |
| | | BUS224 | BUS224 | retired | | |
| | | BUS225 | BUS225 | BUS225 | BUS225 | BUS225 |
| | MTH/MAT232 | retired | | | | |
| | BUS232 | BUS232 | BUS232 | BUS232 | BUS232 | BUS232 |
| | | | | CHM100 | CHM100 | CHM090 |
| CHM130 | CHM130 | CHM130 | CHM130 | CHM130 | CHM130 | CHM130 |
| | CHM151 | CHM151 | CHM151 | CHM151 | CHM151 | CHM151 |
| | CHM152 | CHM152 | CHM152 | CHM152 | CHM152 | CHM152 |
| | CHM190 | CHM190 | CHM190 | CHM190 | CHM190 | CHM190 |
| CIS102 | | | | | | |
| | CIS102 | CIS102 | CIS102 | CIS102 | CIS102 | CIS102 |
| CIS111 | CIS111 | CIS111 | CIS111 | CIS111 | CIS111 | CIS111 |
| | | CIS112 | CIS112 | CIS112 | CIS112 | CIS112 |
| | | | | | | CIS115 |
| | CIS120 | CIS120 | CIS120 | CIS120 | CIS120 | CIS120 |
| | | CIS122 | CIS122 | CIS122 | CIS122 | CIS122 |
| CIS123A | | | | | | |
| | CIS123 | CIS123 | CIS123 | CIS123 | CIS123 | CIS123 |
| OAD102/OAD226 | CIS124 | CIS124 | CIS124 | CIS124 | CIS124 | CIS124 |
| | CIS125 | CIS125 | CIS125 | CIS125 | CIS125 | CIS125 |
| | CIS126 | CIS126 | CIS126 | CIS126 | CIS126 | retired |
| OAD106 | CIS127 | CIS127 | CIS127 | CIS127 | CIS127 | CIS127 |
| CIS131 | CIS131 | CIS131 | CIS131 | CIS131 | CIS131 | CIS131 |
| CIS151 | | | | | | |
| CIS171 | CIS171 | CIS171 | CIS171 | CIS171 | CIS171 | retired |
| | CIS220 | CIS220 | CIS220 | CIS220 | CIS220 | CIS220 |
| | CIS221 | CIS221 | CIS221 | CIS221 | CIS221 | CIS221 |
| | | | | CIS222 | CIS222 | CIS222 |

## Course Mapping

| 1991-1992 | 1992-1993 | 1993-1994 | 1994-1995 | 1995-1996 | 1996-1997 | 1997-1998 |
|---|---|---|---|---|---|---|
| | CIS223 | CIS223 | CIS223 | CIS223 | CIS223 | CIS223 |
| | CIS224 | CIS224 | CIS224 | CIS224 | CIS224 | CIS224 |
| | CIS225 | CIS225 | CIS225 | CIS225 | CIS225 | retired |
| | CIS226 | CIS226 | CIS226 | CIS226 | CIS226 | retired |
| | CIS227 | CIS227 | CIS227 | CIS227 | CIS227 | retired |
| CIS241 | | | | | | |
| CIS272 | | | | | | |
| | COU100 | COU100 | COU100 | retired | | |
| | COU101 | COU101 | COU101 | COU101 | COU101 | COU101 |
| | COU102 | COU102 | COU102 | COU102 | COU102 | COU102 |
| COU131 | COU131 | COU131 | COU131 | COU131 | COU131 | COU131 |
| COU132 | COU132 | COU132 | COU132 | COU132 | COU132 | COU132 |
| COU133 | COU133 | COU133 | COU133 | COU133 | COU133 | COU133 |
| | COU134 | COU134 | COU134 | COU134 | COU134 | COU134 |
| | | | COU135 | COU135 | COU135 | COU135 |
| | | | COU136 | COU136 | COU136 | COU136 |
| | | COU141 | COU141 | COU141 | COU141 | COU141 |
| | DAN100 | DAN100 | DAN100 | DAN100 | DAN100 | DAN100 |
| | DAN105 | DAN105 | DAN105 | DAN105 | DAN105 | DAN105 |
| | DAN110 | DAN110 | DAN110 | DAN110 | DAN110 | DAN110 |
| | DAN120 | DAN120 | DAN120 | DAN120 | DAN120 | DAN120 |
| | | DAN130 | DAN130 | DAN130 | DAN130 | DAN130 |
| | | DAN140 | DAN140 | DAN140 | DAN140 | DAN140 |
| | DAN150 | DAN150 | DAN150 | DAN150 | DAN150 | DAN150 |
| | DAN200 | DAN200 | DAN200 | DAN200 | DAN200 | DAN200 |
| | DAN211 | DAN211 | DAN211 | DAN211 | DAN211 | DAN211 |
| | DAN221 | DAN221 | DAN221 | DAN221 | DAN221 | DAN221 |
| | DAN250 | DAN250 | DAN250 | DAN250 | DAN250 | DAN250 |
| | DFT125 | DFT125 | DFT125 | DFT125 | DFT125 | DFT125 |
| | DFT145 | DFT145 | DFT145 | DFT145 | DFT145 | DFT145 |
| | DFT150 | DFT150 | DFT150 | DFT150 | DFT150 | DFT150 |
| | DFT170 | DFT170 | DFT170 | DFT170 | DFT170 | DFT170 |
| | | DFT200 | DFT200 | DFT200 | DFT200 | DFT200 |
| | | | DFT210 | DFT210 | DFT210 | DFT210 |
| | | | DFT225 | DFT225 | DFT225 | DFT225 |
| | DFT250 | DFT250 | DFT250 | DFT250 | DFT250 | DFT250 |
| | | | DFT260 | DFT260 | DFT260 | DFT260 |
| | | DFT270 | DFT270 | DFT270 | DFT270 | DFT270 |
| BSA235 | BUS204 | BUS204 | ECN204 | ECN204 | ECN204 | ECN204 |
| BSA236 | BUS205 | BUS205 | ECN205 | ECN205 | ECN205 | ECN205 |
| EDU200 | EDU200 | EDU200 | EDU200 | EDU200 | EDU200 | EDU200 |
| EDU250 | EDU250 | EDU250 | EDU250 | EDU250 | EDU250 | EDU250 |
| | ELT100 | ELT100 | ELT100 | ELT100 | ELT100 | ELT100 |
| | ELT120 | ELT120 | ELT120 | ELT120 | ELT120 | ELT120 |
| | ELT130 | ELT130 | ELT130 | ELT130 | ELT130 | ELT130 |
| | | | ELT135 | ELT135 | ELT135 | ELT135 |
| | ELT150 | ELT150 | ELT150 | ELT150 | ELT150 | ELT150 |
| | | | EMS100 | EMS100 | EMS100 | EMS100 |
| EMS131 | EMS131 | EMS131 | EMS131 | EMS131 | EMS131 | EMS131 |
| EMS211 | EMS211 | EMS211 | EMS211 | EMS211 | EMS211 | EMS211 |
| | | EMS231 | EMS231 | EMS231 | EMS231 | EMS231 |
| | | EMS232 | EMS232 | EMS232 | EMS232 | EMS232 |
| EMS240 | retired | | | | | |

| 1991-1992 | 1992-1993 | 1993-1994 | 1994-1995 | 1995-1996 | 1996-1997 | 1997-1998 |
|---|---|---|---|---|---|---|
| EMS241 | retired | | | | | |
| EMS245 | retired | | | | | |
| EMS246 | retired | | | | | |
| EMS247 | retired | | | | | |
| | EMS250 | EMS250 | EMS250 | EMS250 | EMS250 | EMS250 |
| | EMS251 | EMS251 | EMS251 | EMS251 | EMS251 | EMS251 |
| | EMS260 | EMS260 | EMS260 | EMS260 | EMS260 | EMS260 |
| | EMS270 | EMS270 | EMS270 | EMS270 | EMS270 | EMS270 |
| ENG023 | ENG020 | ENG020 | ENG020 | ENG020 | ENG020 | ENG020 |
| ENG024 | ENG021 | ENG021 | ENG021 | ENG021 | ENG021 | ENG021 |
| ENG026 | ENG022 | ENG022 | ENG022 | ENG022 | ENG022 | ENG022 |
| ENG025 | ENG023 | ENG023 | ENG023 | ENG023 | ENG023 | ENG023 |
| ENG022 | ENG024 | ENG024 | ENG024 | ENG024 | ENG024 | ENG024 |
| ENG021 | ENG025 | ENG025 | ENG025 | ENG025 | ENG025 | ENG025 |
| ENG029 | ENG029 | ENG029 | ENG029 | ENG029 | ENG029 | ENG029 |
| ENG030 | ENG030 | ENG030 | ENG030 | ENG030 | ENG030 | ENG030 |
| | ENG031 | ENG031 | ENG031 | ENG031 | ENG031 | ENG031 |
| | ENG036 | ENG036 | ENG036 | ENG036 | ENG036 | ENG036 |
| ENG037 | ENG037 | ENG037 | ENG037 | ENG037 | ENG037 | ENG037 |
| | | | | | ENG050 | ENG050 |
| ENG060 | ENG060 | ENG060 | ENG060 | ENG060 | ENG060 | ENG060 |
| | | | | | ENG099 | ENG099 |
| ENG100 | ENG100 | ENG100 | ENG100 | ENG100 | ENG100 | ENG100 |
| ENG100X | ENG100X | ENG100X | ENG100X | ENG100X | ENG100X | ENG100X |
| ENG101 | ENG101 | ENG101 | ENG101 | ENG101 | ENG101 | ENG101 |
| ENG102 | ENG102 | ENG102 | ENG102 | ENG102 | ENG102 | ENG102 |
| | ENG110 | ENG110 | retired | | | |
| ENG135 | ENG135 | ENG135 | ENG135 | ENG135 | ENG135 | ENG135 |
| ENG136 | ENG136 | ENG136 | ENG136 | ENG136 | ENG136 | ENG136 |
| ENG139 | ENG139 | ENG139 | ENG139 | ENG139 | ENG139 | ENG139 |
| | ENG141 | ENG141 | ENG141 | ENG141 | ENG141 | ENG141 |
| | | ENG234 | ENG234 | ENG234 | ENG234 | ENG234 |
| | | ENG236 | ENG236 | ENG236 | ENG236 | ENG236 |
| ENG237 | ENG237 | ENG237 | ENG237 | ENG237 | ENG237 | ENG237 |
| ENG238 | ENG238 | ENG238 | ENG238 | ENG238 | ENG238 | ENG238 |
| ENG239 | | | | | | |
| ENG252 | ENG270 | ENG270 | ENG270 | ENG270 | ENG270 | ENG270 |
| | ENG271 | ENG271 | ENG271 | ENG271 | ENG271 | ENG271 |
| | ENG272 | ENG272 | ENG272 | ENG272 | ENG272 | ENG272 |
| | | | | | ENG273 | ENG273 |
| | ENV100 | ENV100 | ENV100 | ENV100 | ENV100 | ENV100 |
| | | | FRE101 | FRE101 | FRE101 | FRE101 |
| | | | FRE102 | FRE102 | FRE102 | FRE102 |
| FRE131 | FRE131 | FRE131 | FRE131 | FRE131 | FRE131 | FRE131 |
| | FRE132 | FRE132 | FRE132 | FRE132 | FRE132 | FRE132 |
| | FSC101 | FSC101 | FSC101 | FSC101 | FSC101 | FSC101 |
| | FSC105 | FSC105 | FSC105 | FSC105 | FSC105 | FSC105 |
| | FSC135 | FSC135 | FSC135 | FSC135 | FSC135 | FSC135 |
| | FSC136 | FSC136 | FSC136 | FSC136 | FSC136 | FSC136 |
| | FSC137 | FSC137 | FSC137 | FSC137 | FSC137 | FSC137 |
| | FSC200 | FSC200 | FSC200 | FSC200 | FSC200 | FSC200 |
| | FSC232 | FSC232 | FSC232 | FSC232 | retired | |
| FSC233 | FSC233 | FSC233 | FSC233 | FSC233 | FSC233 | FSC233 |

Course Mapping

| 1991-1992 | 1992-1993 | 1993-1994 | 1994-1995 | 1995-1996 | 1996-1997 | 1997-1998 |
|---|---|---|---|---|---|---|
| | FSC234 | FSC234 | FSC234 | FSC234 | FSC234 | FSC234 |
| FSC235 | FSC235 | FSC235 | FSC235 | FSC235 | FSC235 | FSC235 |
| FSC236 | FSC236 | FSC236 | FSC236 | FSC236 | FSC236 | FSC236 |
| | FSC237 | FSC237 | FSC237 | FSC237 | retired | |
| FSC238 | FSC238 | FSC238 | FSC238 | FSC238 | FSC238 | FSC238 |
| FSC239 | FSC239 | FSC239 | FSC239 | FSC239 | FSC239 | FSC239 |
| | FSC241 | FSC241 | FSC241 | FSC241 | FSC241 | FSC241 |
| | | | | | | FSC243 |
| | | | | | | FSC253 |
| GEO131 | GEO131 | GEO131 | GEO131 | GEO131 | GEO131 | GEO131 |
| GEO133 | GEO133 | GEO133 | GEO133 | GEO133 | GEO133 | GEO133 |
| | GEO260 | GEO260 | GEO260 | GEO260 | GEO260 | GEO260 |
| | | | | GER131 | GER131 | GER131 |
| | | | | GER132 | GER132 | GER132 |
| GLG101 | GLG100 | GLG100 | GLG100 | GLG100 | GLG100 | GLG100 |
| | GLG101 | GLG101 | GLG101 | GLG101 | GLG101 | GLG101 |
| | GLG102 | GLG102 | GLG102 | GLG102 | GLG102 | GLG102 |
| | GLG111 | GLG111 | GLG111 | GLG111 | GLG111 | GLG111 |
| | GLG112 | GLG112 | GLG112 | GLG112 | GLG112 | GLG112 |
| | GLG201 | GLG201 | GLG201 | GLG201 | GLG201 | GLG201 |
| HEC090C | | | | | | |
| HEC090E | | | | | | |
| HEC090H | | | | | | |
| HEC172 | HEC172 | HEC172 | HEC172 | retired | | |
| HIS129 | | | | | | |
| HIS131 | HIS131 | HIS131 | HIS131 | HIS131 | HIS131 | HIS131 |
| HIS132 | HIS132 | HIS132 | HIS132 | HIS132 | HIS132 | HIS132 |
| HIS133 | | | | | | |
| | | HIS135 | HIS135 | HIS135 | HIS135 | HIS135 |
| HIS136 | HIS136 | HIS136 | HIS136 | HIS136 | HIS136 | HIS136 |
| HIS137 | | | | | | |
| | HIS201 | HIS201 | HIS201 | HIS201 | HIS201 | HIS201 |
| | HIS202 | HIS202 | HIS202 | HIS202 | HIS202 | HIS202 |
| | HIS203 | HIS203 | HIS203 | HIS203 | HIS203 | retire |
| | | | | | HIS238 | HIS238 |
| | | | | | | HIS250 |
| | | | | | | HIS251 |
| | HIS271 | HIS271 | HIS271 | HIS271 | HIS271 | HIS271 |
| | | | | HRM100 | HRM100 | HRM100 |
| | HRM144 | HRM144 | HRM144 | HRM144 | HRM144 | HRM144 |
| | | HRM145 | HRM145 | HRM145 | HRM145 | HRM145 |
| | | | | | HRM210 | HRM210 |
| | | | | | HRM220 | HRM220 |
| | HRP101 | HRP101 | HRP101 | retired | | |
| | HRP102 | HRP102 | HRP102 | retired | | |
| | | HPR103 | HPR103 | retired | | |
| | | HRP104 | HRP104 | retired | | |
| | | HRP105 | HRP105 | retired | | |
| | | | | | HUM235 | HUM235 |
| | | | | | HUM236 | HUM236 |
| HUM241 | HUM241 | HUM241 | HUM241 | HUM241 | HUM241 | HUM241 |
| | HUM242 | HUM242 | HUM242 | HUM242 | HUM242 | HUM242 |
| | | | | | | HUM261 |

## Course Mapping

| 1991-1992 | 1992-1993 | 1993-1994 | 1994-1995 | 1995-1996 | 1996-1997 | 1997-1998 |
|---|---|---|---|---|---|---|
| ITC100 | ITC100 | ITC100 | ITC100 | ITC100 | ITC100 | ITC100 |
| ITC102 | | | | | | |
| ITC111 | ITC111 | ITC111 | ITC111 | ITC111 | ITC111 | ITC111 |
| ITC112 | | | | | | |
| ITC121 | | | | | | |
| | | | ITC130 | ITC130 | ITC130 | ITC130 |
| ITC131 | | | | | | |
| CRP140 | CRP140 | CRP/ITC140 | ITC140 | ITC140 | ITC140 | ITC140 |
| | ITC141 | ITC141 | retired | | | |
| | | | | | ITC150A | ITC150A |
| | | | | | ITC150B | ITC150B |
| | | | | | ITC150C | ITC150C |
| | | | | | ITC150D | ITC150D |
| | ITC151 | ITC151 | retired | | | |
| | | | | | | ITC160A |
| | CRP170 | CRP/ITC170 | ITC170 | ITC170 | ITC170 | ITC170 |
| ITC171 | ITC171 | ITC171 | ITC171 | ITC171 | ITC171 | ITC171 |
| | CRP180 | CRP/ITC180 | ITC180 | ITC180 | ITC180 | ITC180 |
| | | ITC183 | ITC183 | ITC183 | ITC183 | ITC183 |
| | | CRP/ITC185 | ITC185 | ITC185 | ITC185 | ITC185 |
| CRP199D | CRP199D | CRP/ITC199D | ITC199D | ITC199D | ITC199D | ITC199D |
| | CRP199G | CRP/ITC199G | ITC199G | ITC199G | ITC199G | ITC199G |
| | CRP199H | CRP/ITC199H | ITC199H | ITC199H | ITC199H | ITC199H |
| | | CPR/ITC199I | ITC199I | ITC199I | ITC199I | ITC199I |
| | | | ITC210 | ITC210 | ITC210 | ITC210 |
| | | | ITC230 | ITC230 | ITC230 | ITC230 |
| JRN132 | | | | | | |
| JRN211 | | | | | | |
| JRN231 | | | | | | |
| MTH030 | | | | | | |
| MTH105X | | | | | | |
| | MTH/MAT033 | MAT033 | MAT033 | MAT033 | MAT033 | MAT033 |
| | | | MAT055 | MAT055 | MAT055 | MAT055 |
| MTH037 | | | | | | |
| MTH107X | | | | | | |
| | MTH/MAT087 | MAT087 | MAT087 | MAT087 | MAT087 | MAT087 |
| | MTH/MAT101X | MAT101X | MAT101X | MAT101X | MAT101X | MAT101X |
| | MTH/MAT108 | MAT108 | MAT108 | MAT119 | MAT119 | MAT119 |
| MTH130 | | | | | | |
| MTH109X | | | | | | |
| | MTH/MAT102 | MAT102 | MAT102 | MAT121 | MAT121 | MAT121 |
| | MTH/MAT102X | MAT102X | MAT102X | MAT102X | MAT102X | MAT102X |
| | MTH/MAT121 | MAT121 | MAT121 | MAT107 | MAT107 | MAT107 |
| MTH101 | MTH/MAT122 | MAT122 | MAT122 | MAT108 | MAT108 | MAT108 |
| | | | | | MAT123 | MAT123 |
| | MAT150 | MAT150 | MAT150 | MAT130 | MAT130 | MAT130 |
| | MAT155 | MAT155 | MAT155 | MAT131 | MAT131 | MAT131 |
| MTH133 | MTH/MAT114 | MAT114 | MAT114 | MAT142 | MAT142 | MAT142 |
| MTH131 | MTH/MAT110 | MAT110 | MAT110 | MAT151 | MAT151 | MAT151 |
| | | | | | MAT110X | retired |
| | | | | | MAT153 | MAT153 |
| MTH230 | MTH/MAT270 | MAT270 | MAT270 | MAT160 | MAT160 | MAT160 |
| | MTH/MAT219 | MAT219 | MAT219 | MAT172 | MAT172 | MAT172 |

## Course Mapping

| 1991-1992 | 1992-1993 | 1993-1994 | 1994-1995 | 1995-1996 | 1996-1997 | 1997-1998 |
|---|---|---|---|---|---|---|
| MTH132 | MTH/MAT111 | MAT111 | MAT111 | MAT183 | MAT183 | MAT183 |
| | | | MAT120 | MAT184 | MAT184 | MAT184 |
| MTH181 | MTH/MAT135 | MAT135 | MAT135 | MAT187 | MAT187 | MAT187 |
| | MTH/MAT231 | MAT231 | MAT231 | MAT212 | MAT212 | MAT212 |
| MTH151 | MTH/MAT136 | MAT136 | MAT136 | MAT220 | MAT220 | MAT220 |
| | MTH/MAT137 | MAT137 | MAT137 | MAT230 | MAT230 | MAT230 |
| | | | | MAT240 | MAT240 | MAT240 |
| | | | | | MAT262 | MAT262 |
| | WLD140 | WLD140 | WLD140 | WLD140 | MIT140 | MIT140 |
| | | WLD141 | WLD141 | WLD141 | MIT141 | MIT141 |
| | WLD282 | WLD282 | WLD282 | WLD282 | MIT282 | MIT282 |
| | WLD283 | WLD283 | WLD283 | WLD283 | MIT283 | MIT283 |
| | MUP103A | MUP103A | MUP103A | MUP103A | MUP101 | MUP101 |
| | MUS103B | MUP103B | MUP103B | MUP103B | MUP102 | MUP102 |
| | | | | | MUP103 | MUP103 |
| | MUP105 | MUP105 | MUP105 | MUP105 | MUP105 | MUP105 |
| | MUS107 | MUS107 | MUS107 | MUP107 | MUP107 | MUP107 |
| | MUS108 | MUS108 | MUS108 | MUP108 | MUP108 | MUP108 |
| | MUP110 | MUP110 | MUP110 | MUP110 | MUP110 | MUP110 |
| | MUP110A | MUP110A | MUP110A | MUP110A | MUP110A | MUP110A |
| | MUP111 | MUP111 | MUP111 | MUP111 | MUP111 | MUP111 |
| MUS113 | MUP113 | MUP113 | MUP113 | MUP113 | MUP113 | MUP113 |
| | MUP117 | MUP117 | MUP117 | MUP117 | MUP117 | MUP117 |
| | MUP119 | MUP119 | MUP119 | MUP119 | MUP119 | MUP119 |
| | MUP120 | MUP120 | MUP120 | MUP120 | MUP120 | MUP120 |
| | MUP121 | MUP121 | MUP121 | MUP121 | MUP121 | MUP121 |
| MUS125 | MUP125 | MUP125 | MUP125 | MUP125 | MUP125 | MUP125 |
| | MUS128 | MUS128 | MUP128 | MUP128 | MUP128 | MUP128 |
| | | | | | MUP207 | MUP207 |
| | | | | | MUP208 | MUP208 |
| MUS141 | MUS100 | MUS100 | MUS100 | MUS100 | MUS100 | MUS100 |
| | MUS103 | MUS103 | MUS103 | MUS103 | MUS103 | MUS103 |
| | | | | | MUS120 | MUS120 |
| | MUS131 | MUS131 | MUS131 | MUS131 | MUS121 | MUS121 |
| | MUS130 | MUS130 | MUS130 | MUS130 | MUS130 | MUS130 |
| | MUS131A | MUS131A | MUS131A | MUS131A | MUS131 | MUS131 |
| | MUS131B | MUS131B | MUS131B | MUS131B | retired | |
| | MUS145 | MUS145 | MUS145 | MUS145 | MUS145 | MUS145 |
| | | | | | MUS201 | MUS201 |
| | | | | | MUS202 | MUS202 |
| | MUS205 | MUS205 | MUS205 | MUS205 | MUS205 | MUS205 |
| | | | MUS207 | MUS207 | MUS207 | MUS207 |
| | | | NAV101 | NAV101 | NAV101 | NAV101 |
| | | | NAV102 | NAV102 | NAV102 | NAV102 |
| | | | | | NAV201 | NAV201 |
| | | | | | NAV202 | NAV202 |
| HEC135 | HEC135 | HEC135 | HEC135 | NTR135 | NTR135 | NTR135 |
| | NSG110 | NSG/NUR110 | NUR110 | NUR110 | NUR110 | NUR110 |
| NSG111 | | | | | | |
| NSG112 | | | | | | |
| | | | | NUR120 | retired | |
| | NSG200 | NSG/NUR200 | NUR200 | NUR200 | NUR200 | NUR200 |
| | | | | NUR206 | NUR206 | NUR206 |

## Course Mapping

| 1991-1992 | 1992-1993 | 1993-1994 | 1994-1995 | 1995-1996 | 1996-1997 | 1997-1998 |
|---|---|---|---|---|---|---|
|  | NSG221 | NSG/NUR221 | NUR221 | NUR221 | NUR221 | NUR221 |
|  | NSG222 | NSG/NUR222 | NUR222 | NUR222 | NUR222 | NUR222 |
|  | OIS100 | OIS100 | OIS100 | OIS100 | OIS100 | OIS100 |
| OAD130 | OIS110 | OIS110 | OIS110 | OIS110 | OIS110 | OIS110 |
| OAD131 |  |  |  |  |  |  |
|  | OIS121 | OIS121 | OIS121 | OIS121 | OIS121 | retired |
|  | OIS125 | OIS125 | OIS125 | OIS125 | OIS125 | OIS125 |
|  | OIS130 | OIS130 | OIS130 | OIS130 | OIS130 | OIS130 |
|  | OIS150 | OIS150 | OIS150 | OIS150 | OIS150 | retired |
|  | OIS205 | OIS205 | OIS205 | OIS205 | OIS205 | OIS205 |
|  | OIS210 | OIS210 | OIS210 | OIS210 | OIS210 | OIS210 |
|  | OIS225 | OIS225 | OIS225 | OIS225 | OIS225 | OIS225 |
|  | OIS230 | OIS230 | OIS230 | OIS230 | OIS230 | OIS230 |
|  | OIS240 | OIS240 | OIS240 | OIS240 | OIS240 | OIS240 |
| OAD242 | OIS242 | OIS242 | OIS242 | OIS242 | OIS242 | OIS242 |
| OAD243 |  |  |  |  |  |  |
| PHE105 |  |  |  |  |  |  |
| PHE143 |  |  |  |  |  |  |
| PHE229 | PHE220 | PHE220 | PHE220 | PHE220 | PHE220 | PHE220 |
|  |  |  |  |  | PHE229 | PHE229 |
| PHE254 |  |  |  |  |  |  |
| PHI101 | PHI100 | PHI101 | PHI101 | PHI101 | PHI101 | PHI101 |
| PHI111 | PHI111 | PHI105 | PHI105 | PHI105 | PHI105 | PHI105 |
|  |  |  |  |  | PHI201 | PHI201 |
|  | PHY101 | PHY101 | PHY101 | PHY101 | PHY101 | PHY101 |
|  | PHY111 | PHY111 | PHY111 | PHY111 | PHY111 | PHY111 |
|  | PHY112 | PHY112 | PHY112 | PHY112 | PHY112 | PHY112 |
| PHY140 |  |  |  |  |  |  |
|  | PHY141 | PHY141 | PHY141 | PHY141 | PHY141 | PHY141 |
|  | PHY161 | PHY161 | PHY161 | PHY161 | PHY161 | PHY161 |
|  | PHY180 | PHY180 | PHY180 | PHY180 | PHY180 | PHY180 |
|  |  |  |  |  | PHY253 | PHY253 |
|  | PHY262 | PHY262 | PHY262 | PHY262 | PHY262 | PHY262 |
| POS100 | POS100 | retired |  |  |  |  |
|  | POS101 | POS101 | POS101 | POS101 | POS101 | POS101 |
|  | POS102 | POS102 | POS102 | POS102 | POS110 | POS110 |
|  |  | POS223 | POS223 | POS223 | POS120 | POS120 |
|  |  | POS140 | POS140 | POS140 | POS140 | POS140 |
|  |  | POS201 | POS201 | POS201 | POS201 | POS201 |
|  | POS220 | POS220 | POS220 | POS220 | POS220 | POS220 |
| POS221 | POS221 | POS221 | POS221 | POS221 | POS221 | POS221 |
| POS222 | POS222 | POS222 | POS222 | POS222 | POS222 | POS222 |
|  |  | POS233 | POS233 | POS233 | POS233 | POS233 |
| PSY092 |  |  |  |  |  |  |
|  | PSY100C | retired |  |  |  |  |
|  | PSY100D | retired |  |  |  |  |
| PSY091 | PSY100E | PSY100E | PSY100E | PSY100E | PSY100E | PSY100E |
| PSY131 | PSY131 | PSY101 | PSY101 | PSY101 | PSY101 | PSY101 |
|  | PSY102 | PSY102 | PSY102 | PSY102 | PSY102 | PSY102 |
|  | PSY110 | PSY110 | PSY110 | PSY110 | PSY110 | PSY110 |
|  | PSY201 | PSY201 | PSY201 | PSY201 | PSY201 | PSY201 |
|  |  | PSY205 | PSY205 | PSY205 | PSY205 | PSY205 |
|  |  |  | PSY207 | PSY207 | PSY227 | PSY227 |

| 1991-1992 | 1992-1993 | 1993-1994 | 1994-1995 | 1995-1996 | 1996-1997 | 1997-1998 |
|---|---|---|---|---|---|---|
| | PSY230 | PSY230 | PSY230 | PSY230 | PSY230 | PSY230 |
| PSY233 | PSY233 | PSY233 | PSY233 | PSY233 | PSY233 | PSY233 |
| PSY234 | PSY234 | PSY234 | PSY234 | PSY234 | PSY234 | PSY234 |
| | PSY236 | PSY236 | PSY236 | PSY236 | PSY236 | PSY236 |
| PSY240 | | | | | | |
| | | PSY240 | PSY240 | PSY240 | PSY240 | PSY240 |
| | PSY241 | PSY241 | PSY241 | PSY241 | PSY241 | PSY241 |
| | | | PSY242 | PSY242 | PSY242 | PSY242 |
| | PSY246 | PSY246 | PSY246 | PSY246 | PSY246 | PSY246 |
| | PSY247 | PSY247 | PSY247 | PSY247 | PSY247 | PSY247 |
| | | | PSY257 | PSY257 | PSY257 | PSY257 |
| | PSY280 | PSY280 | PSY280 | PSY280 | PSY280 | PSY280 |
| REC103 | | | | | | |
| | | | REC199A | REC199A | REC199A | retired |
| | | RES101 | RES101 | RES101 | RES101 | RES101 |
| | | RES102 | RES102 | RES102 | RES102 | RES102 |
| | | RES103 | RES103 | RES103 | RES103 | RES103 |
| | | RES104 | RES104 | RES104 | RES104 | RES104 |
| RES201 | | RES105 | RES105 | RES105 | RES105 | RES105 |
| RES150 | | RES106 | RES106 | RES106 | RES106 | RES106 |
| RES152 | | RES107 | RES107 | RES107 | RES107 | RES107 |
| | | RES108 | RES108 | RES108 | RES108 | RES108 |
| | | RES109 | RES109 | RES109 | RES109 | RES109 |
| | | RES110 | RES110 | RES110 | RES110 | RES110 |
| | | RES111 | RES111 | RES111 | RES111 | RES111 |
| | | RES112 | RES112 | RES112 | RES112 | RES112 |
| SBM230 | | | | | | |
| SBM240F | | | | | | |
| | SCI175 | SCI175 | SCI175 | SCI175 | SCI175 | SCI175 |
| CHM195 | SCI195 | SCI195 | SCI195 | SCI195 | SCI195 | SCI195 |
| | SCI235 | SCI235 | SCI235 | SCI235 | SCI235 | SCI235 |
| | SLG101 | SLG101 | SLG101 | SLG101 | SLG101 | SLG101 |
| | SLG102 | SLG102 | SLG102 | SLG102 | SLG102 | SLG102 |
| | | SLG201 | SLG201 | SLG201 | SLG201 | SLG201 |
| SOC090 | retired | | | | | |
| SOC101 | SOC101 | SOC101 | SOC101 | SOC101 | SOC101 | SOC101 |
| | SOC110A | SOC109 | SOC109 | SOC109 | retired | |
| | SOC110 | SOC110 | SOC110 | SOC110 | retired | |
| | | SOC115 | SOC115 | SOC115 | retired | |
| SOC125 | SOC125 | SOC125 | SOC125 | SOC125 | SOC125 | SOC125 |
| SOC130 | SOC130 | SOC130 | SOC130 | SOC130 | SOC130 | SOC130 |
| | SOC132 | SOC132 | SOC132 | SOC132 | SOC132 | SOC132 |
| | SOC140 | SOC140 | SOC140 | SOC140 | SOC140 | SOC140 |
| | SOC142 | SOC142 | SOC142 | SOC142 | SOC142 | SOC142 |
| | SOC200 | SOC200 | SOC200 | SOC200 | SOC200 | SOC200 |
| | | SOC201 | SOC201 | SOC201 | retired | |
| | | SOC202 | SOC202 | SOC202 | retired | |
| | | SOC210 | SOC210 | SOC210 | retired | |
| | SOC236 | SOC236 | SOC236 | SOC236 | SOC236 | SOC236 |
| | | SOC260 | SOC260 | SOC260 | retired | |
| | | | SOC270 | SOC270 | retired | |
| | SOC280 | SOC280 | SOC280 | SOC280 | retired | |
| | | SOC285 | SOC285 | SOC285 | SOC285 | SOC285 |

## Course Mapping

| 1991-1992 | 1992-1993 | 1993-1994 | 1994-1995 | 1995-1996 | 1996-1997 | 1997-1998 |
|---|---|---|---|---|---|---|
| | | SOC290 | SOC290 | SOC290 | retired | |
| | | SOC291 | SOC291 | SOC291 | retired | |
| | | SOC295 | SOC295 | SOC295 | retired | |
| SPA091 | | | | | | |
| SPA101 | SPA101 | SPA101 | SPA101 | SPA101 | SPA101 | SPA101 |
| SPA102 | SPA102 | SPA102 | SPA102 | SPA102 | SPA102 | SPA102 |
| | | | SPA103 | SPA103 | SPA103 | SPA103 |
| | | | SPA104 | SPA104 | SPA104 | SPA104 |
| SPA125 | SPA125 | SPA125 | SPA125 | SPA125 | SPA125 | SPA125 |
| SPA126 | SPA126 | SPA126 | SPA126 | SPA126 | SPA126 | SPA126 |
| | SPA127 | SPA127 | SPA127 | SPA127 | SPA127 | SPA127 |
| SPA131 | SPA131 | SPA131 | SPA131 | SPA131 | SPA131 | SPA131 |
| SPA132 | SPA132 | SPA132 | SPA132 | SPA132 | SPA132 | SPA132 |
| | SPA201 | SPA201 | SPA201 | SPA201 | SPA201 | SPA201 |
| | SPA202 | SPA202 | SPA202 | SPA202 | SPA202 | SPA202 |
| | | SPA212 | SPA212 | SPA212 | SPA212 | SPA212 |
| SPA231 | | | SPA231 | SPA231 | SPA231 | SPA231 |
| | | | SPA232 | SPA232 | SPA232 | SPA232 |
| SPC090 | | | | | | |
| SPC131 | SPC100 | SPC100 | SPC100 | SPC100 | SPC100 | SPC100 |
| THR135 | THR135 | THR135 | THR135 | THR135 | THR101 | THR101 |
| | | | | | THR110 | THR110 |
| | | | | | THR210 | THR210 |

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# Appendix D

# Pilot Project Proposals

# COCONINO COMMUNITY COLLEGE
# PRINCIPAL COMMITTEE FOR INSTITUTIONAL EFFECTIVENESS

## PILOT PROJECT PROPOSAL

DATE SUBMITTED 9/6/96 PROJECT TITLE Freshman Survey Fall '96

INVESTIGATOR Barbara Cress DISCIPLINE/DEPT. ____

**BRIEFLY SUMMARIZE THE PROJECT IN THE FOLLOWING AREAS (ATTACH SUPPORTING DOCUMENTS):**

CHALLENGE / NEED: see attached

GOALS:

OBJECTIVES OF PROJECT ____

PROJECTED TIMELINE FOR PROJECT FROM 9/96 TO 12/96

TOTAL ESTIMATED HOURS .6 release load ADDITIONAL RESOURCES ____

PROCESS:

ACTIVITIES/TECHNIQUES ____

MEASUREMENT INDICATORS ____

EXPECTED BENEFITS:

AREA FOR IMPROVEMENT ____

DISSEMINATION OF RESULTS ____

**SIGNATURES:**

INITIATOR ____ DATE ____

PROGRAM COORDINATOR ____ DATE ____

DIV. CHAIR / DEPT. SUPV. ____ DATE ____

COMMITTEE APPROVAL /CHAIR ____ DATE ____

## The Higher Education Research Institute
## at UCLA's Cooperative Institutional Research Program (CIRP)

Freshman Survey is designed to profile the entering freshman class and provide information useful in program and policy areas:

- admissions and recruitment
- academic program development and review
- institutional self-study
- longitudinal research about the impacts of campus policies and programs

The four-page survey instrument covers:

- demographic characteristics
- secondary school experiences
- college finances
- orientation towards college
- expectations of the college experience
- degree goals and career plans
- attitudes, goals, and life plans

Costs: basic institutional charge of $300 plus $1.00 per student fee for processed questionnaires

# COCONINO COMMUNITY COLLEGE
# PRINCIPAL COMMITTEE FOR INSTITUTIONAL EFFECTIVENESS

## PILOT PROJECT PROPOSAL

DATE SUBMITTED 26 Nov 96 PROJECT TITLE Assessment of Course outcomes in Eng 101

INVESTIGATOR JAY St.Vincent DISCIPLINE/DEPT. English

BRIEFLY SUMMARIZE THE PROJECT IN THE FOLLOWING AREAS (ATTACH SUPPORTING DOCUMENTS):

CHALLENGE / NEED: SEE Attached (A)

GOALS:

OBJECTIVES OF PROJECT See attached (B)

PROJECTED TIMELINE FOR PROJECT FROM Jan 97 TO May 97

TOTAL ESTIMATED HOURS 238 ADDITIONAL RESOURCES $900.00 / possible computer exams/ scantrons

PROCESS:

ACTIVITIES/TECHNIQUES See attached (C) (C1) (C2)

MEASUREMENT INDICATORS

EXPECTED BENEFITS:

AREA FOR IMPROVEMENT See attached D

DISSEMINATION OF RESULTS

SIGNATURES:

INITIATOR J St Vincent DATE 8 Nov 96

PROGRAM COORDINATOR J St V DATE 8 Nov 96

DIV. CHAIR / ~~DEPT. SUPV.~~ VP ED DATE 12/12/96

COMMITTEE APPROVAL /CHAIR DATE 12/12/96

PIE Proposal
Assessment of Course Outcomes in English 101
Presented 26 November 1996

Attachment A

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## Challenge/Need

We are aware that there are inconsistencies in the presentation of English 101, in the amount of work required, and in the administration of grades.

Students sometimes complain of inequities in work load and in grading from one section to another and of inequities in grading.

Assessment practices require that we identify and document the value of our courses.

We have no standard evaluation procedure to apply to measure the mastery of competencies in English 101.

Reading problems have been identified across the CCC curriculum. Clarified standards and standardized measurement may help improve the reading skills of our students.

English 102 and a number of other courses require English 101 as a prerequisite. A standardized exit measurement will assure that English 101 students have achieved identified competency levels.

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PIE Project Proposal
Assessment of course outcomes for English 101
November 26,1996
Attachment B

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Goals:

To raise competency skill levels

To standardize the work load, grades, and effectiveness of English 101

To assure adequate preparation for courses requiring English 101 as a prerequisite

To quantify the effectiveness of English 101

PIE Project Proposal
Assessment of course outcomes for English 101
November 26,1996
Attachment C

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Activities Techniques:

Develop three approaches (two sections of each approach and two sections used as control sections)

Apply the three techniques in S '97 and evaluate their effectiveness (including cost effectiveness) at the end of spring semester.

|  | TRACK I | TRACK 2 | TRACK 3 |
|---|---|---|---|
| ENG 101 COURSE OUTCOMES | OBJECTIVE TEST AND IN-CLASS ESSAY | OBJECTIVE TEST AND PORTFOLIO | PORTFOLIO AND IN-CLASS ESSAY |
| Critical and analytical reading for style, tone, diction and logic | Section of objective test would examine critical reading skills | Section of objective test would examine critical reading skills | Maybe insufficient to determine critical reading skills |
| Synthesize ideas from readings with own experience and ideas | Section of objective test would examine synthesis of ideas from readings | Section of objective test would examine synthesis of ideas from readings | Maybe insufficient to determine synthesis of ideas from readings. |
| Following the writing process: idea generating, organizing, drafting, revising, proofreading | Student could submit rough draft, along with final draft of in-class essay. Could test skills on section of objective test. | Portfolio could include topic ideas, rough drafts. Could test skills on section of objective test. | Portfolio could include topic ideas, rough drafts. Student could submit rough draft, along with final draft of in-class essay. |
| Analyze and critique own writing and peer writing | Section of objective test could test ability to critique writing. | Section of objective test could test ability to critique writing. | Maybe insufficient to determine ability to critique writng. |
| Making informed writing decisions (purpose, audience, point of view, controlling idea, organization, arguments) | Demonstrated by content of in-class essay. | Demonstrated by content of portfolio. | Demonstrated by content of in-class essay and portfolio. |
| Write a variety of clear, complete, and correct sentences | Demonstrated by sentence choices in in-class essay. | Demonstrated by sentence choices in portfolio. | Demonstrated by sentence choices in in-class essay and portfolio. |
| Informed style and diction choices | Demonstrated by style and diction choices in in-class essay. | Demonstrated by style and diction choices in portfolio. | Demonstrated by style and diction choices in in-class essay and portfolio. |
| Revising for unity, coherence, sentence variety and clarity | Test skills in section of objective test. Also could require rough draft of in-class essay. | Test skills in section of objective test. Also could require rough drafts included in portfolio. | Require rough draft with in-class essay, and/or portfolio. |
| Usage, spelling and mechanics | Demonstrated by minimal errors in in-class essay. | Demonstrated by minimal errors in portfolio. | Demonstrated by minimal errors in in-class essay and portfolio. |
| Overall essay competency | Demonstrated by overall quality of in-class essay. | Demonstrated by overall quality of portfolio. | Demonstrated by overall quality of in-class essay and portfolio. |

Ron Pruitt/ November 1996

# IMPLEMENTATION OF OUTCOMES PROCEDURES FOR ENG 101 (TENTATIVE)

## TRACK 1
## OBJECTIVE TEST AND IN CLASS ESSAY

- English coordinator designates a composition committee from the English faculty.

-Composition committee reviews content of objective test to measure critical reading skills, revising skills, critiqueing skills and synthesizing ideas from readings. Committee does sample testing to establish required standards of performance.

-Composition committee sets standards for performance on in-class essay. Committee also sets up procedures for administering in-class essay, including topic choices, time limits, and standardized instructions, providing uniformity for all classes.

-Composition committee works with CCC computer lab to place objective test on computers. Computers also could score test. If test given on computers, no hard copies would be available to be stolen.

-Composition committee meets with all instructors using Track 1 to explain how objective test and in-class essay will be administered.

-Instructors using Track 1 administer test and essay. Composition committee evaluates effectiveness of Track 1.

## TRACK 2
## OBJECTIVE TEST AND PORTFOLIO

- English coordinator designates a composition committee from the English faculty.

-Composition committee reviews content of objective test to measure critical reading skills, revising skills, critiqueing skills and synthesizing ideas from readings. Committee does sample testing to establish required standards of performance.

-Composition committee sets standards for performance on portfolio. Committee writes guidelines for ENG 101 instructors designating what type assignments should be included in portfolio and addressing inclusion of rough drafts.

-Composition committee works with CCC computer lab to place objective test on computers. Computers also could score test. If test given on computers, no hard copies would be available to be stolen.

-Composition committee meets with all instructors using Track 2 to explain how objective test and portfolio will be administered.

-Instructors using Track 2 administer test and portfolio. Composition committee evaluates effectiveness of Track 2.

## TRACK 3
## IN-CLASS ESSAY AND PORTFOLIO

- English coordinator designates a composition committee from the English faculty.

-Composition committee sets standards for performance on portfolio. Committee writes guidelines for ENG 101 instructors designating what type assignments should be included in portfolio and addressing inclusion of rough drafts.

-Composition committee sets standards for performance on in-class essay. Committee also sets up procedures for administering in-class essay, including topic choices, time limits, and standardized instructions, providing uniformity for all classes.

-Composition committee meets with all instructors using Track 3 to explain how portfolio and in-class essay will be administered.

-Instructors using Track 3 administer test and essay. Composition committee evaluates effectiveness of Track 3.

PIE Project Proposal
Assessment of course outcomes for English 101
November 26,1996
Attachment D

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Expected Benefits:

A. Dramatic improvement in assessment accuracy:
1) are our courses meeting outcomes (competency) requirements?
2) are the academic standards consistent from class to class and from semester?
3) do we have the right amount of work required and is there consistency in the work load?
4) are English 101 students demonstrating (in measurable exit performances) a preparedness for English 102 and a competency mastery appropriate for other courses requiring English 101 as a prerequisite?

B. Demonstrable improvement in course efficacy

C. Improved morale among students and faculty:
1) student and faculty member will perceive themselves as a team working to prepare the student to demonstrate competency
2) faculty members will have institutional support in applying an improved standard of evaluation in their grades.

# COCONINO COMMUNITY COLLEGE
# PRINCIPAL COMMITTEE FOR INSTITUTIONAL EFFECTIVENESS

## PILOT PROJECT PROPOSAL

DATE SUBMITTED 12/1/96 PROJECT TITLE Attrition Study

INVESTIGATOR Barbara Cress DISCIPLINE/DEPT. CIS

**BRIEFLY SUMMARIZE THE PROJECT IN THE FOLLOWING AREAS (ATTACH SUPPORTING DOCUMENTS):**

CHALLENGE / NEED: To determine attrition rates; by discipline, by course

**GOALS:**

OBJECTIVES OF PROJECT To establish a baseline of true attrition data beginning with Fall 1996

PROJECTED TIMELINE FOR PROJECT FROM 12/96 TO 6/97

TOTAL ESTIMATED HOURS 120 ADDITIONAL RESOURCES minimal (see estimates)

**PROCESS:**

ACTIVITIES/TECHNIQUES Collect attendance sheets at the time of final grade check-out through the Admissions office. Rosters will provide baseline data.

MEASUREMENT INDICATORS Data gathered from attendance rosters will be used to compute attrition rates by course and discipline, at three points in the semester.

**EXPECTED BENEFITS:**

AREA FOR IMPROVEMENT Curriculum, program and course effectiveness, retention, general education.

DISSEMINATION OF RESULTS Institutional Researcher, CLT, Division chairs, Division coordinators, any interested parties (on request).

SIGNATURES:

INITIATOR Barbara Cress DATE 12-16-96

PROGRAM COORDINATOR DATE

DIV. CHAIR / DEPT. SUPV. DATE 12-16-96

COMMITTEE APPROVAL /CHAIR Barbara Eichmeyer DATE 1/10/97

Laurie McCon

# Appendix E

# Pilot Project Results

## COCONINO COMMUNITY COLLEGE
## PRINCIPAL COMMITTEE FOR INSTITUTIONAL EFFECTIVENESS

## PILOT PROJECT RESULTS

TODAY'S DATE 5-19-97 PROJECT TITLE comparison of CIS124 + 224 8-wk courses + 16-wk courses

INVESTIGATOR Barbara Cress. DISCIPLINE/DEPT. CIS

PROJECT STARTED Jan. 199~~5~~6 PROJECT COMPLETED May 1996

TOTAL PROJECT COST (attach itemized expense sheet) no costs involved

PLEASE SUMMARIZE THE FOLLOWING AREAS (attach additional information):

PROJECT PROCEDURES/RESULTS:

see attached

SCOPE OF PROJECT:

see attached

SUGGESTIONS FOR COLLEGE IMPROVEMENT:

see attached

FUTURE IMPLICATIONS AND RECOMMENDATIONS (Does this assessment activity need to be conducted again? If so, when? Why? By whom?):

does not need to be continued in this area
may want to try in other disciplines

WHO RECEIVED PROJECT RESULTS (List all departments, individuals, agencies, etc.)

Occ/Voc division chair, CIS + Business faculty during Division meetings + through scheduling

INITIATOR Barbara Cress DATE: 5-19-97
PROGRAM COORDINATOR DATE:
DIV. CHAIR/DEPT. SUPV. Daniel J. [illegible] DATE: 5-29-97
PIE CHAIR Barbara Eichmeyer DATE: 6/2/97

## PROJECT PROCEDURES/RESULTS:

Procedures:

During Spring 1996 normal 16-week courses were offered for CIS124 (Intro to Word Processing) and CIS224 (Advanced Word Processing) plus one condensed 8-week course for each. The condensed courses meet at 12 noon twice a week (in order for working students to take the class during their lunch hour). Students in the 8-week sections were asked for their assessment of the 8-week format (compared to a regular 16-week format). In addition, retention rates, final grades, and course evaluations were analyzed.

Results:

| 8-week CIS124 | 16-week CIS124 |
|---|---|
| 80% of final grades were A or B<br>95% retention rate<br>"strongly agree" and "agree" on course evaluations<br>55% intend to continue on to advanced class<br>student comments:<br>like the format<br>don't forget between classes<br>once a week isn't enough<br>too many Mondays off<br>try Mon/Thus or Tue/Fri, more time between classes | 90% of final grades were A or B<br>86% retention rate<br>mostly "strongly agree" on course evaluations<br>52% intend to continue on to advanced class |

Note: **As a result of the success of the initial offerings one 8-week section of CIS124 and CIS224 was offered successfully during Fall 1996 and Spring 1997 (total of 6 sections in 3 semesters with no cancellations). Also, OIS 100 (Keyboarding) and CIS112 (Windows) have been offered successfully in an 8-week format. CIS115 (Internet) will be offered in an 8-week and 5-week format for Fall 97.**

## SCOPE OF THE PROJECT:

The study was limited to CIS 124 and 224 courses taught by the investigator, Barbara Cress, during Spring 1996.

## SUGGESTIONS FOR COLLEGE IMPROVEMENT:

It appears that for certain students at CCC a condensed format is attractive and fits their schedule. The student success rate and student perception of satisfaction was good. The College may want to consider offering more condensed courses in a variety of discipline areas. The success of using a condensed format would depend to a large extent on the type of course selected and the time the class is held.

## COCONINO COMMUNITY COLLEGE
## PRINCIPAL COMMITTEE FOR INSTITUTIONAL EFFECTIVENESS

## PILOT PROJECT RESULTS

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TODAY'S DATE 5-16-97 PROJECT TITLE CIRP Freshman Survey

INVESTIGATOR Barbara Cress DISCIPLINE/DEPT. CIS

PROJECT STARTED Sept 1996 PROJECT COMPLETED Dec. 1996

TOTAL PROJECT COST (attach itemized expense sheet) see attached

PLEASE SUMMARIZE THE FOLLOWING AREAS (attach additional information):

PROJECT PROCEDURES/RESULTS:

see attached

SCOPE OF PROJECT:

see attached

SUGGESTIONS FOR COLLEGE IMPROVEMENT:

see attached

FUTURE IMPLICATIONS AND RECOMMENDATIONS (Does this assessment activity need to be conducted again? If so, when? Why? By whom?):

see attached

WHO RECEIVED PROJECT RESULTS (List all departments, individuals, agencies, etc.)

PIE committee, Institutional Research

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INITIATOR Barbara Cress DATE: 5-16-~~96~~ 97

PROGRAM COORDINATOR none DATE:

DIV. CHAIR/DEPT. SUPV. David J. Bybee DATE: 5-19-97

PIE CHAIR Barbara Eichmeyer DATE: 5/20/97

## FINAL COSTS:

| | |
|---|---|
| $276 | mail |
| 72 | printing |
| 255 | .6 hours release time (actual clock hours = 34) |
| __?__ | envelopes and labels |
| __?__ | clerical assistance (build database, mailing, phone calls) |

## PROJECT PROCEDURES/RESULTS:

Procedures:

- instructors asked students to identify themselves (first time attending CCC), they provided name, address, phone number
- mailed surveys to 400 of the students (suspect there were actually 600-700 students who fit the definition of CCC freshman (first time attending CCC); however, an actual count of first timers was unavailable
- followed up with phone calls to those who did not return the survey
- developed 6 questions specific to CCC
- developed 5 subgroups

Attachments: time line, cover letter, survey instructions, supplemental questions, memo to faculty, freshman survey, CCC question summaries, student list, original student generated data

Results:

- 400 surveys mailed
- 78 surveys returned (19.5% return rate)
- database of nearly 700 freshman students including addresses
- analysis of 6 CCC specific questions
- 1996 Freshman Survey Report

## SCOPE OF THE PROJECT:

Limited to freshman students defined as those students taking one or more classes at CCC for the first time Fall 1996. They may have taken classes at another institution prior to coming to CCC.

## SUGGESTIONS FOR COLLEGE IMPROVEMENT:

Track those students who participated to determine if their perceptions (as measured on the survey) change over time as a result of their educational experience. Hopefully, some will be completers on the completer survey if CCC continues to participate in both surveys.

CCC could perform their own tracking (using the data available in the CIRP database developed with nearly 700 students) and develop a survey appropriate to CCC purposes.

Use college generated questions to obtained desired data from freshman students.

## FUTURE IMPLICATIONS AND RECOMMENDATIONS

- Participate in the Fall 1997 Survey
    - Develop a time line NOW for Fall 1997
    - Develop CCC questions for Fall 1997
    - Develop subgroup categories for Fall 1997
    - Develop a different procedure for distribution of surveys
        - Idea: Ask students to identify themselves as "first timer" during registration (if information is not available under the current system)
        - Idea: Ask students to complete survey during registration and/or at orientations (including preregistration periods)
        - Idea: Students complete a slip at the time they pay for classes with name, address, phone during registration if "first timer"
        - Consider a sample rather than complete survey of all first timers

- Summarize selected CCC information from the complete report

- Compare selected CCC information from the complete report to national responses

# TIME LINE FOR CIRP SURVEY

| | |
|---|---|
| 1996 | |
| Sep 10 | Faculty meeting - approval to proceed from faculty |
| Sep 10 | Distribute student list forms to all full- and part-time faculty (placed in boxes)<br>Voice-mail to all full- and part-time faculty explaining the purpose of the lists and asking for their cooperation in identifying first-time CCC students and gathering the necessary information on the student list form, return by September ___ |
| Sep 11 | design and test student data base |
| Sep 11-19 | enter data from returned student lists into student database |
| Sep 13 | Voice-mail to all faculty to remind them to return student lists (was not done because we already received more student names than necessary) |
| Sep 18 | Develop cover letter and other instructions |
| Sep 19 | Stamp mailing and return envelopes |
| Sep 20 | Mail surveys to students |
| Sep 24 | Voice-mail to all full- and part-time faculty to thank them for their cooperation in gathering student data & encourage students to send in the complete survey |
| Sep 23-Oct 4 | Gather completed surveys from students |
| Oct 2 | Begin phone follow up for students who have not returned complete survey forms |
| Oct 3 | phone message to all faculty again about students' returning surveys |
| Oct 17 | Mail all completed survey forms to Eagan, Minnesota |

*TO:* *ALL INSTRUCTORS*
*FROM:* *Barb Eickmeyer and Barbara Cress*
*DATE:* *September 10, 1996*
*RE:* *Cooperative Institutional Research Program (CIRP) Survey*

Please ask students in your class to complete the information requested on the attached form *ONLY IF THIS IS THEIR FIRST SEMESTER AT CCC*. The information is being gathered in order to administer the UCLA Higher Education Research Institute Cooperative Institutional Research Program (CIRP for short!!). The students will receive a survey in the mail. Questions on the survey are related to student attitudes.

Make as many copies as needed for your classes.

Return the completed forms as soon as possible (no later than September 20) to *Barbara Cress's* or *Barb Eickmeyer's* mail box (located by water bottles in the faculty office area).

Thank you so much for your help in this assessment project.

Instructor_____________________________ Course______________ Day/Time________________________

*STUDENTS*, please complete the information below ***ONLY IF THIS IS YOUR FIRST SEMESTER AT CCC***. You may receive a survey in the mail in the next week or two. The national survey is conducted by UCLA and relates to attitudes of college freshmen across the country. Thank you for your assistance.

Students--if you have several classes, you need to *COMPLETE THIS FORM ONLY ONCE*.

| *Name* | *Mailing Address* | *Daytime Phone* |
|---|---|---|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |
| 11 | | |
| 12 | | |
| 13 | | |

Coconino Community College

September 19, 1996

Dear CCC Student:

Thank you for participating in the Cooperative Institutional Research Program survey. Your cooperation is greatly appreciated and your responses will help Coconino Community College (CCC) better serve students.

We ask that you complete this questionnaire as part of a national study of higher education conducted by the American Council on Education and the University of California at Los Angeles (UCLA). One major goal of this research is to determine what happens to students when they attend college. These studies are designed to help improve the quality of college education and thus may benefit future generations of college students. Results of your participation will also be directly beneficial to Coconino Community College, since we will receive complete tabulations of your responses to compare with the responses of students nationwide.

We ask for your name and address so that the researchers at UCLA can contact you at some later date for a follow-up study. We would also like your Social Security Number so we can merge your responses with other campus data to support our institutional research program. Of course, your responses will be used only for research purposes and will be kept in the strictest confidence.

Please be sure to answer question #39. A "yes" answer will allow CCC to further analyze the data from the study. Your "ID number" refers to your Social Security number. Again, your responses are confidential.

Your completed Student Information Form needs to be returned to CCC by Wednesday, October 2. You may mail the form in the enclosed stamped envelop or drop the stamped envelope off in the faculty office reception area. Thank your once again for your cooperation and participation.

Sincerely,

Barbara Cress

Barbara Cress
CIRP Survey Coordinator

enclosures

3000 N. Fourth Street, Suite 17 • Flagstaff, Arizona 86004 (520) 527-1222 • FAX (520) 526-1821

# *SURVEY INSTRUCTIONS*

1. Please read the enclosed letter, which contains an explanation of the purpose for the survey.

2. Use a black lead pencil (#2 is preferred) to complete the Student Information Form.

3. Carefully complete the personal information requested at the top of Page 1 of the Student Information Form (name, address, birth date, etc.). This information is confidential.

4. Provide your Social Security number under the "Directions" section on Page #1. Again, this is used only for data analysis purpose and is confidential.

5. Answer Questions 1-39 on the Student Information Form. **READ THE DIRECTIONS FOR EACH QUESTION CAREFULLY**--some questions require only one answer while others want you to give multiple responses. A "yes" on Question 39 allows CCC to further analyze the data gathered.

   NOTE: This survey in the past has been directed primarily at freshman students at universities; therefore, some of the questions may not seem to "fit" your situation. Please answer each question to the best of your ability. If none of the responses seem appropriate, leave that question blank.

6. To answer Questions 40-46 refer to the enclosed sheet labeled **SUPPLEMENTAL QUESTIONS 40-45**

7. The survey is designed to determine YOUR OPINION on many subjects. There are no right or wrong answers. Please respond as honestly as possible.

8. Do not fold staple or clip the form because it will be scanned electronically. Place the completed Student Information Form in the stamped envelope provided and mail to CCC or drop it off at the faculty offices no later than Wednesday, October 2.

# SUPPLEMENTAL QUESTIONS 40-45.

40. *Indicate the number of semesters you have attended Coconino Community College?*

*(select only one response)*

A. This is my first semester
B. I have attended 2 or 3 semesters
C. I have attended 4 semesters
D. I have attended 5 semesters or more

41. *Indicate the number of college credits you have completed at any other college or university. Do NOT include credits taken at CCC.*

*(select only one response)*

A. I have not earned any credits at another college or university
B. I have earned 1-30 credits at another college or university
C. I have earned 31-60 credits at another college or university
D. I have earned more than 60 credits at another college or university
E. I have earned an Associate or a Bachelor degree from another college or university

42. *Which statement best describes your future plans at Coconino Community College.*

*(select only one response)*

A. I plan to earn a degree or certificate at CCC but do not plan to transfer to a university
B. I plan to earn a degree or certificate at CCC and then transfer to a university
C. I plan to take courses at CCC and transfer to a university but do not plan to earn a degree at CCC
D. I plan to take courses at CCC but do not plan to earn a degree
E. I do not plan to attend CCC after this semester

43. *Have you ever spoken with an academic advisor at Coconino Community College?*

*(select only one response)*

A. I have spoken with an advisor CCC during registration and to set up a program of study
B. I have spoken with an advisor at CCC only during registration
C. I have spoken with an advisor at CCC only to set up a program of study
D. I have not spoken with an advisor at CCC

44. *What is your MOST FREQUENT mode of transportation to Coconino Community College?*

*(select only one response)*

A. I walk
B. I ride the bus
C. I ride a bike
D. I drive a vehicle
E. Someone drops me off

45. *A permanent campus for Coconino Community College could be located south of I-40 off Lonetree Road (close to NAU). Would this new location have an impact on your continuing to attend Coconino Community College? (Please select only one response).*

*(select only one response)*

A. The new location would be more convenient for me than the current location
B. The new location and the current location are equally convenient for me
C. The new location would be inconvenient for me, but I probably would continue to attend CCC
D. I would not be able to attend CCC at the new location
E. I am unsure of the impact the new location would have for me

COCONINO COMMUNITY COLLEGE
PRINCIPAL COMMITTEE FOR INSTITUTIONAL EFFECTIVENESS

## PILOT PROJECT RESULTS

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TODAY'S DATE 5-23-97 PROJECT TITLE Attrition Study

INVESTIGATOR Barbara Cress DISCIPLINE/DEPT. CIS

PROJECT STARTED Jan 1997 PROJECT COMPLETED May 1997

TOTAL PROJECT COST (attach itemized expense sheet) see attached

PLEASE SUMMARIZE THE FOLLOWING AREAS (attach additional information):

PROJECT PROCEDURES/RESULTS:

see attached

SCOPE OF PROJECT:

see attached

SUGGESTIONS FOR COLLEGE IMPROVEMENT:

see attached

FUTURE IMPLICATIONS AND RECOMMENDATIONS (Does this assessment activity need to be conducted again? If so, when? Why? By whom?):

see attached

WHO RECEIVED PROJECT RESULTS (List all departments, individuals, agencies, etc.)

see attached

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INITIATOR Barbara Cress DATE: 5-23-97

PROGRAM COORDINATOR DATE:

DIV. CHAIR/DEPT. SUPV. DATE: 5-29-97

PIE CHAIR Barbara Eichmeyer DATE: 6/2/97

## FINAL COSTS:

| | |
|---|---|
| 850 | release time for investigator (actual hours 60) |
| ? | clerical assistance (actual hours 44) |
| 30 | copying costs (copies of reports) |

## PROJECT PROCEDURES/RESULTS:

**Procedures**:

All faculty at each CCC sites were asked to turn in 2 copies of their attendance records as part of the checkout procedure through Admissions and Records. The duplicate of the attendance records were passed on to the investigator.

Each attendance roster was analyzed to determine the actual number of students attending the class during Week 3, 7, 12, and 16 of the semester. Students who apparently stopped coming to class (as shown by continuous absences on the rosters) were considered withdrawn (whether actual withdrawal procedures were followed or not). So the retention rates reflect only students who were still attending in weeks 3, 7, 12, and at the end of the semester (grades were not a consideration for this study). Only by observing the actual attendance roster after the fact can it be determined exactly when a student stopped attending. Information needed on each roster included: site, sequence number, course prefix and number, days and times of class, enrollment cap for the course, and instructor name.

A database was built, the data entered, and summary reports developed. A major portion of marking the rosters and entering the data into the database was performed by Erin (student clerical employee).

**Results**:

The final reports includes all sections for all sites (total of 381) except for 199 workshops and 298 special topics courses (total of 14 sections with 116 total enrollment). The Channel 4 cable courses are included in the 381 sections. In a few instances the student counts at week 3, 7, and 12 had to be "forces" based on final grade rosters and W given because the instructors were not available to clarify their records (or in one unfortunate case the instructor's records had been lost due to hard drive failure!). Also, data for short classes of less that 16 weeks was adjusted.

The total beginning headcount for all CCC sites was 7,270 and ending headcount 6,006, which translates to an 82% overall retention rate. The detailed report is attached and states the specific retention rates for each course prefix, division, and site.

In addition, the database for the Spring 1997 retention study has been developed in order for Erin to enter the spring retention data during the summer. Instructors were again asked for duplicate attendance rosters, which were collected by Admissions and Records.

**Attachments**:

Retention Rates - Fall 1996 report with summary cover sheet, list of the 381 sections used to compile the report, list of sections not included in the report, list of fields in the database, suggested steps to follow to prepare the Spring 1997 Retention study.

## SCOPE OF THE PROJECT:

All sections at each CCC site were included in the retention study. All sequence numbers were verified and accounted for in some way.

## SUGGESTIONS FOR COLLEGE IMPROVEMENT:

The initial Retention study provides baseline information. As additional studies are completed, comparisons may be made concerning increase or decrease in retention rates. The next step would be to develop strategies to improve retention in specific courses or areas. In order to develop strategies, it may be helpful to gather information from students concerning **WHY** they withdrew from a course. The retention study for the semester in which the strategies are implemented would provide some documentation as to the effectiveness of the retention strategies.

## FUTURE IMPLICATIONS AND RECOMMENDATIONS

In order for retention information to be of greatest value, it must be compiled and compared from semester to semester and year to year. This study simply provides the first baseline data. I would suggest that a retention study be conducted at least once a year and that the study become a college task rather than a pilot project sponsored by PIE. Perhaps the Banner system will provide summary data of a similar nature in time.

Related Recommendations: After reviewing all attendance rosters, it became evident that some college-wide standardization for attendance would be most helpful. The course and instructor information that should appear on the roster, the method for marking attendance and absences, the method for indicating withdrawals, and keeping students names on the same line throughout the roster for comparison sake.

## WHO RECEIVED PROJECT RESULTS

A preliminary report was distributed to Division Chairs and the PIE committee prior to the end of the academic year. Division Chairs and Area Coordinators were invited to request additional reports specific to their needs and organized in a manner they could best utilize. The final report was distributed to the following: Division Chairs, PIE committee (Barbara Eickmeyer), selected coordinators and faculty who had requested the report, Vice President for Educational Services (Dan Fishco), Office of the President (Phil Tullar), Office of Institutional Research (Laurie McCown), Page (Billie Swanson), Retention Committee (Jim Rhodes), Admissions and Records (Steve Miller and Liz Gallegos), and Information Resources (Sean Nittmann).

# Summary of Retention Rate Study
## Fall 1996

The attached Retention Rates report for Fall 1996 reflects data gathered for 381 sections from all Coconino Community College sites. The report groups the data by site, division, and prefix and provides summary information for beginning enrollment, ending enrollment, beginning enrollment as a percent of cap, and retention rates for FTSE week, week 12, and the end of the semester. The database was developed in Access 2.0. Below is a brief summary of the results by site.

| Site | Number of Sections | Enrollment as a % of Cap | Beginning Enrollment | Ending Enrollment | Ending Retention Rate |
|---|---|---|---|---|---|
| Flagstaff | 296 | 80% | 5,767 | 4,702 | 81.3% |
| Grand Canyon | 3 | 42% | 29 | 20 | 74.8% |
| N.A.U. | 32 | 110% | 910 | 798 | 87.8% |
| Page | 46 | 59% | 541 | 464 | 87.0% |
| Williams | 4 | 30% | 23 | 22 | 96.9% |
| Totals | 381 | 79% | 7,270 | 6,006 | 82.6% |

A total of 14 sections of 199 workshops and 298 special topic courses were not included in the report. Below is a list of these specific courses and enrollment.

| *Course* | *Sequence Number* | *Ending Enrollment* |
|---|---|---|
| ACC 298 | 11059 (Flag) | 0 |
| ACC 298 | 11350 (Flag) | 2 |
| BIO 298 | .11360 (Flag) | 1 |
| BUS 298 | 11367 (Flag) | 1 |
| CIS 298 | 11365 (Flag) | 1 |
| ITC 199 | 11353 (Flag) | 13 |
| ITC 199 | 11354 (Flag) | 12 |
| ITC 199 | 11355 (Flag) | 12 |
| ITC 199 | 11363 (Flag) | 11 |
| ITC 298 | 11356 (Flag) | 12 |
| ITC 298 | 11357 (Flag) | 13 |
| ITC 298 | 11358 (Flag) | 12 |
| ITC 298 | 11362 (Flag) | 11 |
| ITC 298 | 21068 (Page) | 15 |
|  | Total Students Enrolled | 116 |

***Prepared by Barbara Cress, May 23, 1997***

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Table Fall 1996

Tuesday, April 29, 1997

Columns

| Name | Type | Size |
|---|---|---|
| Seq Number | Number (Long) | 4 |
| Site | Text | 5 |
| Course Prefix | Text | 4 |
| Course Number | Text | 5 |
| Days Course Meets | Text | 7 |
| Frequency per Week | Number (Integer) | 2 |
| Course start time (military) | Number (Double) | 8 |
| Enrollment Cap | Number (Double) | 8 |
| Enrollment Week 3 | Number (Double) | 8 |
| Enrollment Week 7 | Number (Double) | 8 |
| Enrollment Week 12 | Number (Double) | 8 |
| Enrollment End of Semester | Number (Double) | 8 |
| Enrollment % of Cap | Number (Double) | 8 |
| Retention Rate FTSE | Number (Double) | 8 |
| Retention Rate Week 12 | Number (Double) | 8 |
| Retention Rate End of Sem | Number (Double) | 8 |
| Instructor | Text | 25 |
| Instructor Status | Text | 4 |
| Division for this course | Text | 10 |
| Instructor Experience | Text | 5 |

# Retention Rates - Fall 1996
# Coconino Community College

*22-May-97*

| Site | Division | Prefix | Number | Days | start time (military) | Enroll Wk 3 | Enroll End | % of Cap | FTSE Rate | Wk 12 Rate | End Rate |
|---|---|---|---|---|---|---|---|---|---|---|---|
| flag | L/F ARTS | ANT | 102 | M W | 9.30 | 32 | 30 | 91.4% | 93.8% | 93.8% | 93.8% |
| | | | 102 | T TH | 14.00 | 35 | 31 | 100.0% | 100.0% | 91.4% | 88.6% |
| | | | 110 | T | 18.00 | 25 | 20 | 71.4% | 84.0% | 80.0% | 80.0% |
| | | | 241 | M W | 11.00 | 30 | 16 | 85.7% | 73.3% | 56.7% | 53.3% |
| | | | | ANT | | 122 | 97 | 87.1% | 87.8% | 80.5% | 78.9% |
| flag | L/F ARTS | ART | 100 | M W | 9.30 | 28 | 25 | 112.0% | 96.4% | 89.3% | 89.3% |
| | | | 100 | mwf | 12.40 | 14 | 8 | 14.0% | 100.0% | 57.1% | 57.1% |
| | | | 100 | mwf | 12.40 | 28 | 25 | 93.3% | 100.0% | 89.3% | 89.3% |
| | | | 100 | W | 18.30 | 26 | 25 | 104.0% | 96.2% | 96.2% | 96.2% |
| | | | 110 | M W | 11.00 | 18 | 15 | 120.0% | 88.9% | 83.3% | 83.3% |
| | | | 110 | T TH | 8.00 | 12 | 6 | 100.0% | 83.3% | 50.0% | 50.0% |
| | | | 110 | W | 17.00 | 12 | 9 | 100.0% | 83.3% | 75.0% | 75.0% |
| | | | 114 | T TH | 11.00 | 14 | 14 | 116.7% | 100.0% | 100.0% | 100.0% |
| | | | 120 | M W F | 8.00 | 19 | 14 | 95.0% | 84.2% | 78.9% | 73.7% |
| | | | 120 | T TH | 17.30 | 24 | 19 | 120.0% | 95.8% | 87.5% | 79.2% |
| | | | 150 | T TH | 17.30 | 14 | 7 | 56.0% | 100.0% | 50.0% | 50.0% |
| | | | 150 | T TH | 14.00 | 10 | 9 | 40.0% | 100.0% | 90.0% | 90.0% |
| | | | 151 | w | 19.30 | 12 | 9 | 48.0% | 83.3% | 75.0% | 75.0% |
| | | | 194 | M | 17.00 | 17 | 16 | 113.3% | 100.0% | 100.0% | 94.1% |
| | | | 201 | T TH | 9.30 | 30 | 22 | 100.0% | 86.7% | 73.3% | 73.3% |
| | | | | ART | | 278 | 223 | 88.8% | 93.2% | 79.7% | 78.4% |
| flag | L/F ARTS | COU | 102 | mw | 14.00 | 29 | 27 | 103.6% | 96.6% | 93.1% | 93.1% |
| | | | 102 | T TH | 9.30 | 26 | 24 | 92.9% | 92.3% | 92.3% | 92.3% |
| | | | 102 | T TH | 12.30 | 25 | 22 | 89.3% | 100.0% | 100.0% | 88.0% |
| | | | 131 | M | 18.30 | 12 | 12 | 48.0% | 100.0% | 100.0% | 100.0% |
| | | | 132 | M | 18.30 | 14 | 12 | 56.0% | 100.0% | 85.7% | 85.7% |
| | | | 135 | t | 11.00 | 29 | 23 | 107.4% | 93.1% | 89.7% | 79.3% |
| | | | | COU | | 135 | 120 | 82.9% | 97.0% | 93.5% | 89.7% |
| flag | L/F ARTS | DAN | 105 | M W | 11.45 | 17 | 12 | 48.6% | 88.2% | 76.5% | 70.6% |
| | | | 110 | M W | 10.15 | 15 | 8 | 75.0% | 53.3% | 53.3% | 53.3% |
| | | | 120 | T TH | 8.45 | 8 | 3 | 40.0% | 87.5% | 50.0% | 37.5% |
| | | | 130 | T | 20.00 | 17 | 14 | 85.0% | 82.4% | 82.4% | 82.4% |
| | | | 150 | M W | 13.00 | 17 | 12 | 85.0% | 76.5% | 70.6% | 70.6% |
| | | | 221 | T TH | 10.00 | 8 | 4 | 40.0% | 100.0% | 87.5% | 50.0% |
| | | | 250 | M W | 20.00 | 28 | 26 | 140.0% | 96.4% | 96.4% | 92.9% |

| Site | Division | Prefix | Number | Days | start time (military) | Enroll Wk 3 | Enroll End | % of Cap | FTSE Rate | Wk 12 Rate | End Rate |
|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  | DAN |  | 110 | 79 | 73.4% | 83.5% | 73.8% | 65.3% |
| flag | L/F ARTS | EDU | 200 | M | 18.00 | 20 | 20 | 80.0% | 100.0% | 100.0% | 100.0% |
|  |  |  | 200 | M W | 14.00 | 26 | 26 | 86.7% | 100.0% | 100.0% | 100.0% |
|  |  |  | 250 |  | 0.00 | 3 | 3 | 100.0% | 100.0% | 100.0% | 100.0% |
|  |  |  |  | EDU |  | 49 | 49 | 88.9% | 100.0% | 100.0% | 100.0% |
| flag | L/F ARTS | ENG | 020 | w | 18.00 | 1 | 0 | 25.0% | 0.0% | 0.0% | 0.0% |
|  |  |  | 021 | w | 18.00 | 2 | 1 | 50.0% | 100.0% | 100.0% | 50.0% |
|  |  |  | 022 | w | 18.00 | 3 | 3 | 75.0% | 100.0% | 100.0% | 100.0% |
|  |  |  | 023 | w | 18.00 | 1 | 1 | 25.0% | 100.0% | 100.0% | 100.0% |
|  |  |  | 024 | w | 18.00 | 2 | 2 | 50.0% | 100.0% | 100.0% | 100.0% |
|  |  |  | 025 | w | 18.00 | 2 | 1 | 50.0% | 100.0% | 100.0% | 50.0% |
|  |  |  | 029 | T | 18.00 | 12 | 11 | 300.0% | 100.0% | 100.0% | 91.7% |
|  |  |  | 030 | w | 18.30 | 10 | 9 | 66.7% | 100.0% | 90.0% | 90.0% |
|  |  |  | 060 | M W | 11.00 | 25 | 23 | 113.6% | 92.0% | 92.0% | 92.0% |
|  |  |  | 060 | T | 18.00 | 18 | 14 | 81.8% | 88.9% | 77.8% | 77.8% |
|  |  |  | 060 | TH | 18.00 | 25 | 21 | 113.6% | 96.0% | 84.0% | 84.0% |
|  |  |  | 099 | w | 17.00 | 6 | 6 | 24.0% | 100.0% | 100.0% | 100.0% |
|  |  |  | 100 | M W | 9.00 | 21 | 18 | 95.5% | 95.2% | 85.7% | 85.7% |
|  |  |  | 100 | T TH F | 12.30 | 22 | 18 | 100.0% | 100.0% | 86.4% | 81.8% |
|  |  |  | 100 | W | 17.30 | 22 | 20 | 100.0% | 100.0% | 90.9% | 90.9% |
|  |  |  | 101 | M | 17.30 | 24 | 18 | 109.1% | 95.8% | 79.2% | 75.0% |
|  |  |  | 101 | M W | 14.00 | 24 | 22 | 109.1% | 95.8% | 91.7% | 91.7% |
|  |  |  | 101 | M W F | 8.00 | 25 | 16 | 113.6% | 84.0% | 64.0% | 64.0% |
|  |  |  | 101 | S | 9.00 | 18 | 17 | 81.8% | 100.0% | 94.4% | 94.4% |
|  |  |  | 101 | T | 17.30 | 21 | 19 | 95.5% | 90.5% | 90.5% | 90.5% |
|  |  |  | 101 | T TH | 10.00 | 24 | 19 | 96.0% | 95.8% | 83.3% | 79.2% |
|  |  |  | 101 | T TH | 11.00 | 22 | 17 | 100.0% | 90.9% | 81.8% | 77.3% |
|  |  |  | 101 | T TH | 8.00 | 28 | 20 | 127.3% | 85.7% | 75.0% | 71.4% |
|  |  |  | 101 | t th | 14.00 | 26 | 26 | 118.2% | 100.0% | 100.0% | 100.0% |
|  |  |  | 102 | M W | 8.00 | 27 | 26 | 122.7% | 100.0% | 96.3% | 96.3% |
|  |  |  | 102 | M W | 11.00 | 25 | 22 | 113.6% | 100.0% | 88.0% | 88.0% |
|  |  |  | 102 | M W | 12.30 | 26 | 23 | 118.2% | 96.2% | 88.5% | 88.5% |
|  |  |  | 102 | S | 9.00 | 12 | 8 | 54.5% | 83.3% | 66.7% | 66.7% |
|  |  |  | 102 | T | 17.00 | 25 | 23 | 113.6% | 92.0% | 92.0% | 92.0% |
|  |  |  | 102 | T TH | 14.00 | 26 | 21 | 118.2% | 92.3% | 80.8% | 80.8% |
|  |  |  | 102 | T TH | 9.30 | 27 | 24 | 122.7% | 96.3% | 88.9% | 88.9% |
|  |  |  | 102 | TH | 18.00 | 22 | 17 | 100.0% | 90.9% | 77.3% | 77.3% |
|  |  |  | 139 | TH | 17.00 | 20 | 17 | 90.9% | 90.0% | 85.0% | 85.0% |
|  |  |  | 237 | M W | 12.30 | 14 | 12 | 63.6% | 85.7% | 85.7% | 85.7% |
|  |  |  | 238 | T TH | 11.00 | 15 | 14 | 68.2% | 93.3% | 93.3% | 93.3% |

| Site | Division | Prefix | Number | Days | start time (military) | Enroll Wk 3 | Enroll End | % of Cap | FTSE Rate | Wk 12 Rate | End Rate |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | **ENG** | | **623** | **529** | **94.5%** | **92.3%** | **86.0%** | **82.3%** |
| flag | L/F ARTS | FRE | 101 | T TH | 9.30 | 12 | 9 | 48.0% | 91.7% | 75.0% | 75.0% |
| | | | | **FRE** | | **12** | **9** | **48.0%** | **91.7%** | **75.0%** | **75.0%** |
| flag | L/F ARTS | GEO | 131 | T TH | 15.30 | 26 | 24 | 86.7% | 100.0% | 96.2% | 92.3% |
| | | | 133 | t th | 11.00 | 26 | 24 | 86.7% | 100.0% | 92.3% | 92.3% |
| | | | | **GEO** | | **52** | **48** | **86.7%** | **100.0%** | **94.2%** | **92.3%** |
| flag | L/F ARTS | GER | 131 | W | 18.00 | 12 | 11 | 48.0% | 91.7% | 91.7% | 91.7% |
| | | | | **GER** | | **12** | **11** | **48.0%** | **91.7%** | **91.7%** | **91.7%** |
| flag | L/F ARTS | HIS | 131 | M W | 15.30 | 33 | 26 | 110.0% | 100.0% | 81.8% | 78.8% |
| | | | 131 | t th | 8.00 | 58 | 32 | 165.7% | 89.7% | 77.6% | 55.2% |
| | | | 132 | M W | 8.00 | 19 | 14 | 54.3% | 84.2% | 73.7% | 73.7% |
| | | | 132 | T TH | 15.30 | 31 | 26 | 88.6% | 90.3% | 83.9% | 83.9% |
| | | | 136 | F | 9.00 | 16 | 12 | 45.7% | 87.5% | 75.0% | 75.0% |
| | | | 201 | mw | 15.30 | 26 | 25 | 74.3% | 100.0% | 96.2% | 96.2% |
| | | | | **HIS** | | **183** | **135** | **89.8%** | **91.9%** | **81.4%** | **77.1%** |
| flag | L/F ARTS | HUM | 241 | M W | 9.30 | 23 | 21 | 92.0% | 100.0% | 91.3% | 91.3% |
| | | | 242 | M | 18.00 | 16 | 13 | 64.0% | 81.3% | 81.3% | 81.3% |
| | | | | **HUM** | | **39** | **34** | **78.0%** | **90.6%** | **86.3%** | **86.3%** |
| flag | L/F ARTS | MUP | 101 | M W | 9.00 | 5 | 4 | 62.5% | 100.0% | 80.0% | 80.0% |
| | | | 102 | M W | 10.30 | 6 | 6 | 75.0% | 100.0% | 100.0% | 100.0% |
| | | | 103 | M W | 12.00 | 4 | 4 | 50.0% | 100.0% | 100.0% | 100.0% |
| | | | 107 | T TH | 13.00 | 13 | 12 | 86.7% | 100.0% | 92.3% | 92.3% |
| | | | 107 | T TH | 14.00 | 5 | 5 | 33.3% | 100.0% | 100.0% | 100.0% |
| | | | 113 | M | 18.30 | 7 | 7 | 35.0% | 100.0% | 100.0% | 100.0% |
| | | | 117 | TH | 18.30 | 41 | 41 | 82.0% | 100.0% | 100.0% | 100.0% |
| | | | 207 | T TH | 14.00 | 3 | 2 | 20.0% | 66.7% | 66.7% | 66.7% |
| | | | | **MUP** | | **84** | **81** | **55.6%** | **95.8%** | **92.4%** | **92.4%** |
| flag | L/F ARTS | MUS | 100 | T TH | 9.30 | 22 | 22 | 88.0% | 100.0% | 100.0% | 100.0% |
| | | | 103 | M W | 4.15 | 8 | 7 | 100.0% | 100.0% | 87.5% | 87.5% |
| | | | 145 | M W | 15.30 | 20 | 19 | 80.0% | 100.0% | 95.0% | 95.0% |
| | | | 207 | M | 18.00 | 20 | 12 | 80.0% | 70.0% | 60.0% | 60.0% |
| | | | | **MUS** | | **70** | **60** | **87.0%** | **92.5%** | **85.6%** | **85.6%** |
| flag | L/F ARTS | nav | 101 | t th | 15.00 | 24 | 20 | 96.0% | 95.8% | 87.5% | 83.3% |
| | | | | **nav** | | **24** | **20** | **96.0%** | **95.8%** | **87.5%** | **83.3%** |
| flag | L/F ARTS | PHI | 101 | M | 18.00 | 20 | 16 | 80.0% | 90.0% | 80.0% | 80.0% |

| Site | Division | Prefix | Number | Days | start time (military) | Enroll Wk 3 | Enroll End | % of Cap | FTSE Rate | Wk 12 Rate | End Rate |
|---|---|---|---|---|---|---|---|---|---|---|---|
| flag | L/F ARTS | PHI | 101 | M W | 11.00 | 28 | 26 | 112.0% | 96.4% | 92.9% | 92.9% |
| | | | 105 | F | 9.00 | 27 | 23 | 90.0% | 96.3% | 85.2% | 85.2% |
| | | | 105 | W | 18.00 | 22 | 16 | 88.0% | 81.8% | 72.7% | 72.7% |
| | | | 201 | TH | 18.00 | 33 | 24 | 110.0% | 78.8% | 75.8% | 72.7% |
| | | | | PHI | | **130** | **105** | **96.0%** | **88.7%** | **81.3%** | **80.7%** |
| flag | L/F ARTS | POS | 101 | M W | 9.30 | 26 | 12 | 86.7% | 69.2% | 57.7% | 46.2% |
| | | | 220 | M | 18.00 | 15 | 13 | 60.0% | 93.3% | 86.7% | 86.7% |
| | | | | POS | | **41** | **25** | **73.3%** | **81.3%** | **72.2%** | **66.4%** |
| flag | L/F ARTS | PSY | 101 | M W | 11.00 | 28 | 26 | 93.3% | 89.3% | 96.4% | 92.9% |
| | | | 101 | M W | 12.30 | 16 | 10 | 45.7% | 87.5% | 62.5% | 62.5% |
| | | | 101 | M W F | 7.00 | 12 | 8 | 34.3% | 100.0% | 75.0% | 66.7% |
| | | | 101 | S | 9.00 | 13 | 13 | 37.1% | 100.0% | 100.0% | 100.0% |
| | | | 101 | T | 18.00 | 31 | 23 | 103.3% | 77.4% | 74.2% | 74.2% |
| | | | 101 | T TH | 8.00 | 31 | 30 | 88.6% | 100.0% | 100.0% | 96.8% |
| | | | 101 | T TH | 9.30 | 30 | 22 | 85.7% | 90.0% | 73.3% | 73.3% |
| | | | 101 | T TH | 12.30 | 34 | 26 | 97.1% | 88.2% | 82.4% | 76.5% |
| | | | 205 | T TH | 15.30 | 25 | 16 | 83.3% | 88.0% | 72.0% | 64.0% |
| | | | 227 | T TH | 11.00 | 6 | 6 | 24.0% | 100.0% | 100.0% | 100.0% |
| | | | 234 | TH | 18.00 | 16 | 13 | 45.7% | 100.0% | 81.3% | 81.3% |
| | | | 236 | T | 18.00 | 26 | 21 | 74.3% | 88.5% | 80.8% | 80.8% |
| | | | 240 | M W | 8.00 | 23 | 20 | 76.7% | 95.7% | 87.0% | 87.0% |
| | | | 240 | T TH | 12.30 | 26 | 24 | 86.7% | 96.2% | 92.3% | 92.3% |
| | | | | PSY | | **317** | **258** | **69.7%** | **92.9%** | **84.1%** | **82.0%** |
| flag | L/F ARTS | SLG | 101 | M W | 15.30 | 29 | 18 | 145.0% | 82.8% | 62.1% | 62.1% |
| | | | 101 | M W | 17.00 | 22 | 19 | 110.0% | 90.9% | 86.4% | 86.4% |
| | | | 102 | t th | 17.30 | 9 | 7 | 45.0% | 100.0% | 77.8% | 77.8% |
| | | | 201 | th | 18.00 | 13 | 10 | 65.0% | 92.3% | 76.9% | 76.9% |
| | | | | SLG | | **73** | **54** | **91.3%** | **91.5%** | **75.8%** | **75.8%** |
| flag | L/F ARTS | SOC | 101 | M | 17.00 | 28 | 17 | 93.3% | 71.4% | 60.7% | 60.7% |
| | | | 101 | M W | 8.00 | 26 | 20 | 74.3% | 88.5% | 76.9% | 76.9% |
| | | | 101 | t th | 14.00 | 31 | 28 | 88.6% | 100.0% | 90.3% | 90.3% |
| | | | 125 | W | 18.00 | 19 | 14 | 63.3% | 89.5% | 84.2% | 73.7% |
| | | | 130 | mw | 15.30 | 37 | 34 | 105.7% | 94.6% | 94.6% | 91.9% |
| | | | 130 | t | 18.00 | 32 | 30 | 106.7% | 96.9% | 93.8% | 93.8% |
| | | | 132 | mw | 11.00 | 21 | 20 | 60.0% | 100.0% | 95.2% | 95.2% |
| | | | 142 | t th | 14.00 | 36 | 28 | 120.0% | 97.2% | 83.3% | 77.8% |
| | | | | SOC | | **230** | **191** | **89.0%** | **92.3%** | **84.9%** | **82.5%** |
| flag | L/F ARTS | SPA | 101 | M W | 8.30 | 24 | 20 | 96.0% | 87.5% | 83.3% | 83.3% |

| Site | Division | Prefix | Number | Days | start time (military) | Enroll Wk 3 | Enroll End | % of Cap | FTSE Rate | Wk 12 Rate | End Rate |
|---|---|---|---|---|---|---|---|---|---|---|---|
| flag | L/F ARTS | SPA | 101 | M W | 8.30 | 21 | 15 | 84.0% | 85.7% | 71.4% | 71.4% |
| | | | 101 | T TH | 17.30 | 23 | 16 | 92.0% | 78.3% | 69.6% | 69.6% |
| | | | 101 | T TH | 9.30 | 25 | 20 | 100.0% | 100.0% | 80.0% | 80.0% |
| | | | 101 | W | 17.30 | 24 | 20 | 96.0% | 83.3% | 83.3% | 83.3% |
| | | | 102 | M W | 9.30 | 20 | 15 | 80.0% | 85.0% | 75.0% | 75.0% |
| | | | 102 | T TH | 12.30 | 10 | 8 | 40.0% | 80.0% | 80.0% | 80.0% |
| | | | 102 | TH | 17.30 | 13 | 10 | 52.0% | 92.3% | 76.9% | 76.9% |
| | | | 131 | T | 18.00 | 13 | 10 | 52.0% | 100.0% | 84.6% | 76.9% |
| | | | 201 | TH | 17.30 | 10 | 9 | 40.0% | 100.0% | 90.0% | 90.0% |
| | | | 201 | TH | 17.30 | 13 | 13 | 52.0% | 100.0% | 100.0% | 100.0% |
| | | | 231 | M | 18.00 | 10 | 5 | 40.0% | 90.0% | 50.0% | 50.0% |
| | | | | SPA | | 206 | 161 | 68.7% | 90.2% | 78.7% | 78.0% |
| flag | L/F ARTS | SPC | 100 | M | 12.30 | 24 | 19 | 96.0% | 79.2% | 79.2% | 79.2% |
| | | | 100 | W | 17.30 | 21 | 19 | 84.0% | 100.0% | 90.5% | 90.5% |
| | | | 100 | W | 12.30 | 22 | 16 | 88.0% | 81.8% | 72.7% | 72.7% |
| | | | | SPC | | 67 | 54 | 89.3% | 87.0% | 80.8% | 80.8% |
| flag | L/F ARTS | THR | 135 | M | 18.30 | 15 | 13 | 50.0% | 93.3% | 93.3% | 86.7% |
| | | | 135 | t th | 9.35 | 21 | 12 | 70.0% | 100.0% | 76.2% | 57.1% |
| | | | | THR | | 36 | 25 | 60.0% | 96.7% | 84.8% | 71.9% |
| | | | | L/F ARTS | | 2893 | 2368 | 82.8% | 92.0% | 83.8% | 81.3% |
| | | | | Division Retention Rate | | | 81.9% | | | | |
| flag | math/sci | AHS | 131 | F | 15.30 | 27 | 19 | 112.5% | 85.2% | 74.1% | 70.4% |
| | | | | AHS | | 27 | 19 | 112.5% | 85.2% | 74.1% | 70.4% |
| flag | math/sci | BIO | 100 | M W | 15.00 | 24 | 20 | 100.0% | 87.5% | 83.3% | 83.3% |
| | | | 100 | M W | 13.00 | 24 | 22 | 100.0% | 91.7% | 91.7% | 91.7% |
| | | | 100 | T | 19.00 | 24 | 19 | 100.0% | 91.7% | 79.2% | 79.2% |
| | | | 100 | T TH | 7.30 | 26 | 20 | 108.3% | 80.8% | 76.9% | 76.9% |
| | | | 105 | M W F | 9.00 | 22 | 22 | 91.7% | 100.0% | 100.0% | 100.0% |
| | | | 109 | TH | 13.00 | 12 | 9 | 50.0% | 91.7% | 75.0% | 75.0% |
| | | | 184 | M W F | 8.00 | 18 | 16 | 75.0% | 94.4% | 88.9% | 88.9% |
| | | | 201 | M W | 11.00 | 24 | 18 | 100.0% | 91.7% | 83.3% | 75.0% |
| | | | 201 | T TH | 12.00 | 17 | 17 | 70.8% | 100.0% | 100.0% | 100.0% |
| | | | 202 | M F | 8.00 | 15 | 12 | 62.5% | 100.0% | 86.7% | 80.0% |
| | | | 205 | W F | 16.00 | 21 | 21 | 87.5% | 100.0% | 100.0% | 100.0% |
| | | | | BIO | | 227 | 196 | 86.0% | 93.6% | 87.7% | 86.4% |
| flag | math/sci | CHM | 100 | mw | 15.00 | 21 | 14 | 87.5% | 100.0% | 76.2% | 66.7% |
| | | | 100 | t | 7.00 | 18 | 8 | 75.0% | 77.8% | 50.0% | 44.4% |

| Site | Division | Prefix | Number | Days | start time (military) | Enroll Wk 3 | Enroll End | % of Cap | FTSE Rate | Wk 12 Rate | End Rate |
|---|---|---|---|---|---|---|---|---|---|---|---|
| flag | math/sci | CHM | 130 | mw | 10.00 | 17 | 13 | 70.8% | 100.0% | 82.4% | 76.5% |
|  |  |  | 130 | T TH | 19.00 | 19 | 15 | 79.2% | 100.0% | 84.2% | 78.9% |
|  |  |  | 151 | T TH | 10.00 | 30 | 22 | 125.0% | 73.3% | 73.3% | 73.3% |
|  |  |  |  | **CHM** |  | 105 | 72 | **87.5%** | **90.2%** | **73.2%** | **68.0%** |
| flag | math/sci | EMS | 100 | T TH | 13.00 | 23 | 18 | 95.8% | 82.6% | 82.6% | 78.3% |
|  |  |  | 131 | M W | 18.00 | 18 | 17 | 90.0% | 100.0% | 94.4% | 94.4% |
|  |  |  | 131 | T TH | 18.00 | 20 | 19 | 100.0% | 95.0% | 95.0% | 95.0% |
|  |  |  | 131 | T TH | 9.00 | 19 | 17 | 95.0% | 100.0% | 94.7% | 89.5% |
|  |  |  |  | **EMS** |  | 80 | 71 | **95.2%** | **94.4%** | **91.7%** | **89.3%** |
| flag | math/sci | ENV | 100 | T | 18.00 | 14 | 9 | 58.3% | 78.6% | 71.4% | 64.3% |
|  |  |  |  | **ENV** |  | 14 | 9 | **58.3%** | **78.6%** | **71.4%** | **64.3%** |
| flag | math/sci | FSC | 135 | m | 0.00 | 2 | 1 | 100.0% | 50.0% | 50.0% | 50.0% |
|  |  |  | 200 | T | 18.30 | 25 | 24 | 100.0% | 96.0% | 96.0% | 96.0% |
|  |  |  | 236 | m | 0.00 | 3 | 2 | 100.0% | 66.7% | 66.7% | 66.7% |
|  |  |  | 238 | TH | 18.30 | 24 | 22 | 96.0% | 91.7% | 91.7% | 91.7% |
|  |  |  | 241 | W | 18.30 | 24 | 22 | 96.0% | 95.8% | 91.7% | 91.7% |
|  |  |  |  | **FSC** |  | 78 | 71 | **98.4%** | **80.0%** | **79.2%** | **79.2%** |
| flag | math/sci | glg | 100 | m w | 19.00 | 22 | 19 | 91.7% | 90.9% | 90.9% | 86.4% |
|  |  |  | 100 | W F | 8.00 | 22 | 21 | 91.7% | 100.0% | 95.5% | 95.5% |
|  |  |  | 112 | S | 19.00 | 13 | 0 | 108.3% | 100.0% | 0.0% | 0.0% |
|  |  |  |  | **glg** |  | 57 | 40 | **97.2%** | **97.0%** | **62.1%** | **60.6%** |
| flag | math/sci | MAT | 055 | M | 9.00 | 28 | 23 | 112.0% | 89.3% | 85.7% | 82.1% |
|  |  |  | 087 | M W | 17.40 | 19 | 14 | 76.0% | 94.7% | 84.2% | 73.7% |
|  |  |  | 087 | M W F | 9.30 | 21 | 19 | 84.0% | 95.2% | 90.5% | 90.5% |
|  |  |  | 087 | T TH | 17.40 | 19 | 15 | 76.0% | 89.5% | 78.9% | 78.9% |
|  |  |  | 087 | T TH | 10.00 | 28 | 24 | 112.0% | 92.9% | 85.7% | 85.7% |
|  |  |  | 087 | t th | 8.00 | 26 | 21 | 104.0% | 100.0% | 88.5% | 80.8% |
|  |  |  | 107 | m w | 14.15 | 8 | 8 | 32.0% | 100.0% | 100.0% | 100.0% |
|  |  |  | 108 | t th | 16.15 | 2 | 2 | 8.0% | 100.0% | 100.0% | 100.0% |
|  |  |  | 121 | M W | 17.40 | 28 | 18 | 112.0% | 85.7% | 67.9% | 64.3% |
|  |  |  | 121 | M W | 15.30 | 28 | 21 | 112.0% | 89.3% | 75.0% | 75.0% |
|  |  |  | 121 | M W | 15.30 | 7 | 4 | 28.0% | 100.0% | 57.1% | 57.1% |
|  |  |  | 121 | M W F | 12.30 | 25 | 22 | 100.0% | 96.0% | 88.0% | 88.0% |
|  |  |  | 121 | M W F | 9.30 | 35 | 25 | 140.0% | 97.1% | 74.3% | 71.4% |
|  |  |  | 121 | M W F | 8.00 | 24 | 13 | 96.0% | 75.0% | 54.2% | 54.2% |
|  |  |  | 121 | T TH | 8.00 | 26 | 20 | 104.0% | 100.0% | 76.9% | 76.9% |
|  |  |  | 121 | T TH | 15.30 | 33 | 22 | 132.0% | 93.9% | 78.8% | 66.7% |
|  |  |  | 130 | T TH | 9.30 | 17 | 16 | 68.0% | 94.1% | 94.1% | 94.1% |

| Site | Division | Prefix | Number | Days | start time (military) | Enroll Wk 3 | Enroll End | % of Cap | FTSE Rate | Wk 12 Rate | End Rate |
|---|---|---|---|---|---|---|---|---|---|---|---|
| flag | math/sci | MAT | 131 | M W | 15.30 | 9 | 9 | 36.0% | 100.0% | 100.0% | 100.0% |
| | | | 142 | W | 9.00 | 7 | 7 | 28.0% | 100.0% | 100.0% | 100.0% |
| | | | 151 | M W | 17.00 | 30 | 26 | 120.0% | 100.0% | 90.0% | 86.7% |
| | | | 151 | M W F | 8.00 | 21 | 17 | 84.0% | 100.0% | 90.5% | 81.0% |
| | | | 151 | M W F | 11.00 | 21 | 16 | 84.0% | 95.2% | 76.2% | 76.2% |
| | | | 151 | M W F | 12.30 | 13 | 11 | 52.0% | 100.0% | 84.6% | 84.6% |
| | | | 151 | T TH | 12.00 | 22 | 22 | 88.0% | 100.0% | 100.0% | 100.0% |
| | | | 151 | T TH | 10.00 | 25 | 13 | 100.0% | 84.0% | 56.0% | 52.0% |
| | | | 151 | T TH | 15.30 | 24 | 20 | 96.0% | 87.5% | 83.3% | 83.3% |
| | | | 160 | M W | 14.00 | 18 | 18 | 72.0% | 100.0% | 100.0% | 100.0% |
| | | | 172 | F | 9.15 | 16 | 14 | 80.0% | 100.0% | 87.5% | 87.5% |
| | | | 184 | T TH | 14.00 | 7 | 5 | 28.0% | 71.4% | 71.4% | 71.4% |
| | | | 187 | M W F | 12.00 | 27 | 18 | 108.0% | 96.3% | 66.7% | 66.7% |
| | | | 187 | t th | 17.35 | 21 | 17 | 84.0% | 100.0% | 85.7% | 81.0% |
| | | | 220 | T TH | 13.00 | 17 | 14 | 68.0% | 100.0% | 82.4% | 82.4% |
| | | | 230 | T TH | 16.45 | 18 | 17 | 72.0% | 100.0% | 94.4% | 94.4% |
| | | | 262 | T TH | 19.30 | 10 | 8 | 40.0% | 90.0% | 80.0% | 80.0% |
| | | | O87 | T TH | 12.00 | 23 | 16 | 92.0% | 78.3% | 73.9% | 69.6% |
| | | | | **MAT** | | 703 | 555 | **80.8%** | **94.2%** | **82.9%** | **81.0%** |
| flag | math/sci | NTR | 135 | T | 18.00 | 26 | 26 | 108.3% | 100.0% | 100.0% | 100.0% |
| | | | | **NTR** | | 26 | 26 | **108.3%** | **100.0%** | **100.0%** | **100.0%** |
| flag | math/sci | NUR | 110 | M | 14.30 | 20 | 18 | 100.0% | 100.0% | 100.0% | 90.0% |
| | | | 200 | TH | 16.00 | 20 | 19 | 66.7% | 95.0% | 95.0% | 95.0% |
| | | | 221 | | 0.00 | 77 | 75 | 77.0% | 98.7% | 97.4% | 97.4% |
| | | | | **NUR** | | 117 | 112 | **81.2%** | **97.9%** | **97.5%** | **94.1%** |
| flag | math/sci | PHE | 229 | M W | 10.00 | 15 | 13 | 62.5% | 93.3% | 86.7% | 86.7% |
| | | | 229 | T TH | 15.10 | 9 | 9 | 30.0% | 100.0% | 100.0% | 100.0% |
| | | | 229 | T TH | 14.10 | 10 | 9 | 33.3% | 90.0% | 90.0% | 90.0% |
| | | | | **PHE** | | 34 | 31 | **41.9%** | **94.4%** | **92.2%** | **92.2%** |
| flag | math/sci | PHY | 141 | M W | 1.00 | 22 | 15 | 91.7% | 86.4% | 68.2% | 68.2% |
| | | | 141 | T TH | 9.00 | 22 | 18 | 91.7% | 95.5% | 81.8% | 81.8% |
| | | | 161 | M W F | 11.00 | 11 | 10 | 45.8% | 100.0% | 90.9% | 90.9% |
| | | | 180 | mw | 18.00 | 12 | 10 | 50.0% | 91.7% | 83.3% | 83.3% |
| | | | | **PHY** | | 67 | 53 | **69.8%** | **93.4%** | **81.1%** | **81.1%** |
| | | | | **math/sci** | | 1535 | 1255 | **82.9%** | **92.9%** | **83.2%** | **81.3%** |
| | | | | **Division Retention Rate** | | | **81.8%** | | | | |
| flag | OCC/VOC | ACC | 100 | F | 8.00 | 17 | 15 | 68.0% | 94.1% | 88.2% | 88.2% |

| Site | Division | Prefix | Number | Days | start time (military) | Enroll Wk 3 | Enroll End | % of Cap | FTSE Rate | Wk 12 Rate | End Rate |
|---|---|---|---|---|---|---|---|---|---|---|---|
| flag | OCC/VOC | ACC | 101 | M | 18.30 | 42 | 34 | 120.0% | 97.6% | 88.1% | 81.0% |
|  |  |  | 101 | M W | 17.00 | 33 | 25 | 94.3% | 90.9% | 84.8% | 75.8% |
|  |  |  | 101 | mwf | 7.00 | 29 | 14 | 82.9% | 72.4% | 48.3% | 48.3% |
|  |  |  | 102 | M W F | 7.00 | 5 | 5 | 20.0% | 100.0% | 100.0% | 100.0% |
|  |  |  | 102 | W | 18.30 | 34 | 33 | 97.1% | 97.1% | 97.1% | 97.1% |
|  |  |  | 205 | T | 18.30 | 11 | 10 | 44.0% | 100.0% | 100.0% | 90.9% |
|  |  |  |  | **ACC** |  | **171** | **136** | **75.2%** | **93.2%** | **86.6%** | **83.0%** |
| flag | OCC/VOC | AJS | 101 | T | 18.00 | 24 | 22 | 96.0% | 95.8% | 91.7% | 91.7% |
|  |  |  | 120 | TH | 18.00 | 18 | 15 | 72.0% | 94.4% | 94.4% | 83.3% |
|  |  |  | 130 | M W | 9.00 | 13 | 12 | 52.0% | 100.0% | 92.3% | 92.3% |
|  |  |  | 230 | M W | 11.00 | 21 | 18 | 84.0% | 90.5% | 85.7% | 85.7% |
|  |  |  |  | **AJS** |  | **76** | **67** | **76.0%** | **95.2%** | **91.0%** | **88.3%** |
| flag | OCC/VOC | AUT | 100 | T | 18.00 | 21 | 16 | 84.0% | 95.2% | 76.2% | 76.2% |
|  |  |  |  | **AUT** |  | **21** | **16** | **84.0%** | **95.2%** | **76.2%** | **76.2%** |
| flag | OCC/VOC | AVT | 131 | M | 18.30 | 14 | 11 | 56.0% | 78.6% | 78.6% | 78.6% |
|  |  |  |  | **AVT** |  | **14** | **11** | **56.0%** | **78.6%** | **78.6%** | **78.6%** |
| flag | OCC/VOC | BUS | 100 | mw | 15.00 | 29 | 22 | 96.7% | 93.1% | 75.9% | 75.9% |
|  |  |  | 103 | m | 18.30 | 12 | 10 | 40.0% | 100.0% | 83.3% | 83.3% |
|  |  |  | 104 | M | 12.00 | 23 | 23 | 76.7% | 100.0% | 100.0% | 100.0% |
|  |  |  | 109 | TH | 18.30 | 4 | 4 | 16.0% | 100.0% | 100.0% | 100.0% |
|  |  |  | 203 | W | 18.30 | 20 | 18 | 80.0% | 95.0% | 90.0% | 90.0% |
|  |  |  | 206 | M | 18.30 | 27 | 22 | 90.0% | 88.9% | 81.5% | 81.5% |
|  |  |  | 211 | T | 18.30 | 17 | 16 | 68.0% | 94.1% | 94.1% | 94.1% |
|  |  |  | 214 | T TH | 11.00 | 17 | 14 | 56.7% | 94.1% | 88.2% | 82.4% |
|  |  |  |  | **BUS** |  | **149** | **129** | **65.5%** | **95.7%** | **89.1%** | **88.4%** |
| flag | OCC/VOC | CIS | 102 | T | 8.00 | 20 | 15 | 80.0% | 90.0% | 80.0% | 75.0% |
|  |  |  | 102 | TH | 17.00 | 24 | 13 | 96.0% | 58.3% | 54.2% | 54.2% |
|  |  |  | 102 | W | 19.00 | 21 | 11 | 84.0% | 66.7% | 52.4% | 52.4% |
|  |  |  | 102 | W | 10.00 | 21 | 16 | 84.0% | 81.0% | 76.2% | 76.2% |
|  |  |  | 111 | M | 16.00 | 8 | 0 | 32.0% | 75.0% | 0.0% | 0.0% |
|  |  |  | 112 | M W | 8.00 | 18 | 18 | 75.0% | 100.0% | 100.0% | 100.0% |
|  |  |  | 112 | W | 14.30 | 22 | 17 | 91.7% | 86.4% | 86.4% | 77.3% |
|  |  |  | 112 | W | 19.30 | 21 | 14 | 87.5% | 100.0% | 66.7% | 66.7% |
|  |  |  | 120 | F | 8.00 | 18 | 18 | 72.0% | 100.0% | 100.0% | 100.0% |
|  |  |  | 120 | M | 17.30 | 27 | 25 | 108.0% | 92.6% | 92.6% | 92.6% |
|  |  |  | 120 | M W | 8.00 | 23 | 15 | 92.0% | 87.0% | 65.2% | 65.2% |
|  |  |  | 120 | S | 13.00 | 9 | 8 | 36.0% | 88.9% | 88.9% | 88.9% |
|  |  |  | 120 | T | 17.30 | 30 | 26 | 120.0% | 93.3% | 86.7% | 86.7% |

| Site | Division | Prefix | Number | Days | start time (military) | Enroll Wk 3 | Enroll End | % of Cap | FTSE Rate | Wk 12 Rate | End Rate |
|---|---|---|---|---|---|---|---|---|---|---|---|
| flag | OCC/VOC | CIS | 120 | T TH | 10.00 | 29 | 22 | 116.0% | 89.7% | 79.3% | 75.9% |
| | | | 120 | TH | 14.00 | 23 | 18 | 92.0% | 95.7% | 87.0% | 78.3% |
| | | | 120 | TH | 7.00 | 22 | 18 | 88.0% | 95.5% | 86.4% | 81.8% |
| | | | 120 | W | 13.00 | 27 | 23 | 108.0% | 92.6% | 85.2% | 85.2% |
| | | | 122 | W | 18.00 | 16 | 14 | 66.7% | 93.8% | 87.5% | 87.5% |
| | | | 123 | TH | 12.00 | 19 | 19 | 79.2% | 100.0% | 100.0% | 100.0% |
| | | | 123 | TH | 19.00 | 23 | 23 | 95.8% | 100.0% | 100.0% | 100.0% |
| | | | 124 | M W | 12.00 | 20 | 18 | 80.0% | 95.0% | 95.0% | 90.0% |
| | | | 124 | TH | 8.00 | 21 | 16 | 87.5% | 100.0% | 90.6% | 76.2% |
| | | | 124 | W | 17.00 | 27 | 21 | 112.5% | 88.9% | 77.8% | 77.8% |
| | | | 127 | M | 9.30 | 11 | 9 | 45.8% | 81.8% | 81.8% | 81.8% |
| | | | 131 | W | 9.30 | 13 | 12 | 54.2% | 100.0% | 92.3% | 92.3% |
| | | | 220 | T TH | 10.00 | 23 | 11 | 95.8% | 60.9% | 47.8% | 47.8% |
| | | | 224 | M W | 12.00 | 12 | 10 | 50.0% | 91.7% | 83.3% | 83.3% |
| | | | | CIS | | 548 | 430 | 82.6% | 89.1% | 79.4% | 77.5% |
| flag | OCC/VOC | DFT | 125 | TH | 18.00 | 9 | 6 | 47.4% | 88.9% | 77.8% | 66.7% |
| | | | 145 | T | 18.00 | 12 | 8 | 63.2% | 75.0% | 66.7% | 66.7% |
| | | | 150 | T | 18.00 | 22 | 15 | 91.7% | 81.8% | 68.2% | 68.2% |
| | | | 150 | T TH | 8.00 | 19 | 15 | 79.2% | 100.0% | 89.5% | 78.9% |
| | | | 200 | TH | 18.00 | 7 | 7 | 29.2% | 100.0% | 100.0% | 100.0% |
| | | | 225 | M | 18.00 | 12 | 9 | 50.0% | 100.0% | 75.0% | 75.0% |
| | | | | DFT | | 81 | 60 | 60.1% | 91.0% | 79.5% | 75.9% |
| flag | OCC/VOC | ECN | 204 | M | 18.30 | 24 | 21 | 96.0% | 100.0% | 87.5% | 87.5% |
| | | | 204 | t th | 8.00 | 25 | 21 | 100.0% | 88.0% | 84.0% | 84.0% |
| | | | 205 | mw | 9.30 | 24 | 22 | 96.0% | 100.0% | 91.7% | 91.7% |
| | | | | ECN | | 73 | 64 | 97.3% | 96.0% | 87.7% | 87.7% |
| flag | OCC/VOC | ELT | 100 | TH | 18.00 | 4 | 3 | 22.2% | 75.0% | 75.0% | 75.0% |
| | | | 150 | W | 19.00 | 8 | 8 | 44.4% | 100.0% | 100.0% | 100.0% |
| | | | | ELT | | 12 | 11 | 33.3% | 87.5% | 87.5% | 87.5% |
| flag | OCC/VOC | HRM | 100 | TH | 18.30 | 16 | 12 | 64.0% | 93.8% | 75.0% | 75.0% |
| | | | | HRM | | 16 | 12 | 64.0% | 93.8% | 75.0% | 75.0% |
| flag | OCC/VOC | ITC | 111 | T | 18.30 | 20 | 15 | 83.3% | 85.0% | 75.0% | 75.0% |
| | | | 150a | t | 19.00 | 8 | 8 | 40.0% | 100.0% | 100.0% | 100.0% |
| | | | 150b | t | 18.00 | 8 | 8 | 32.0% | 100.0% | 100.0% | 100.0% |
| | | | 170 | TH | 18.00 | 10 | 7 | 41.7% | 100.0% | 70.0% | 70.0% |
| | | | 171 | M | 18.00 | 9 | 7 | 37.5% | 88.9% | 77.8% | 77.8% |
| | | | 180 | W | 18.00 | 16 | 9 | 66.7% | 100.0% | 56.3% | 56.3% |

| Site | Division | Prefix | Number | Days | start time (military) | Enroll Wk 3 | Enroll End | % of Cap | FTSE Rate | Wk 12 Rate | End Rate |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | ITC | | 71 | 54 | 50.2% | 95.6% | 79.8% | 79.8% |
| flag | OCC/VOC | MIT | 140 | T | 18.00 | 11 | 11 | 61.1% | 100.0% | 100.0% | 100.0% |
| | | | 141 | W | 18.00 | 6 | 5 | 33.3% | 100.0% | 100.0% | 83.3% |
| | | | | MIT | | 17 | 16 | 47.2% | 100.0% | 100.0% | 91.7% |
| flag | OCC/VOC | OIS | 100 | t | 12.30 | 14 | 14 | 58.3% | 100.0% | 100.0% | 100.0% |
| | | | 100 | TH | 16.00 | 13 | 9 | 54.2% | 76.9% | 69.2% | 69.2% |
| | | | 110 | T TH | 17.00 | 11 | 8 | 45.8% | 81.8% | 72.7% | 72.7% |
| | | | 110 | T TH | 10.30 | 20 | 16 | 83.3% | 90.0% | 80.0% | 80.0% |
| | | | 130 | TH | 13.00 | 9 | 8 | 37.5% | 100.0% | 100.0% | 88.9% |
| | | | 210 | M | 15.00 | 9 | 9 | 37.5% | 100.0% | 100.0% | 100.0% |
| | | | | OIS | | 76 | 64 | 52.8% | 91.5% | 87.0% | 85.1% |
| flag | OCC/VOC | res | 101 | m | 18.30 | 14 | 9 | 56.0% | 71.4% | 64.3% | 64.3% |
| | | | | res | | 14 | 9 | 56.0% | 71.4% | 64.3% | 64.3% |
| | | | | OCC/VOC | | 1339 | 1079 | 70.3% | 91.6% | 83.2% | 81.3% |
| | | | | Division Retention Rate | | | 80.6% | | | | |
| | | | | flag | | 5767 | 4702 | 79.7% | 92.1% | 83.5% | 81.3% |
| GC | L/F arts | ART | 120 | W | 17.00 | 10 | 6 | 50.0% | 90.0% | 70.0% | 60.0% |
| | | | | ART | | 10 | 6 | 50.0% | 90.0% | 70.0% | 60.0% |
| GC | L/F arts | slg | 102 | m | 18.00 | 5 | 5 | 20.0% | 100.0% | 100.0% | 100.0% |
| | | | | slg | | 5 | 5 | 20.0% | 100.0% | 100.0% | 100.0% |
| | | | | L/F arts | | 15 | 11 | 35.0% | 95.0% | 85.0% | 80.0% |
| | | | | Division Retention Rate | | | 73.3% | | | | |
| GC | OCC/VOC | CIS | 112 | M | 18.00 | 14 | 9 | 56.0% | 92.9% | 64.3% | 64.3% |
| | | | | CIS | | 14 | 9 | 56.0% | 92.9% | 64.3% | 64.3% |
| | | | | OCC/VOC | | 14 | 9 | 56.0% | 92.9% | 64.3% | 64.3% |
| | | | | Division Retention Rate | | | 64.3% | | | | |
| | | | | GC | | 29 | 20 | 42.0% | 94.3% | 78.1% | 74.8% |
| NAU | l/f arts | eng | 100x | m w f | 11.30 | 13 | 13 | 86.7% | 100.0% | 100.0% | 100.0% |
| | | | 100x | t th | 8.00 | 14 | 13 | 93.3% | 100.0% | 100.0% | 92.9% |
| | | | | eng | | 27 | 26 | 90.0% | 100.0% | 100.0% | 96.4% |

| Site | Division | Prefix | Number | Days | start time (military) | Enroll Wk 3 | Enroll End | % of Cap | FTSE Rate | Wk 12 Rate | End Rate |
|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  |  | l/f arts | 27 | 26 | 90.0% | 100.0% | 100.0% | 96.4% |
|  |  |  |  |  | Division Retention Rate |  | 96.3% |  |  |  |  |
| NAU | math/sci | mat | 101x | m w f | 10.20 | 28 | 24 | 93.3% | 96.4% | 89.3% | 85.7% |
|  |  |  | 101x | m w f | 12.40 | 25 | 19 | 83.3% | 92.0% | 76.0% | 76.0% |
|  |  |  | 101x | m w f | 9.10 | 27 | 19 | 90.0% | 92.6% | 92.6% | 70.4% |
|  |  |  | 101x | t th | 9.35 | 31 | 29 | 103.3% | 96.8% | 93.5% | 93.5% |
|  |  |  | 102x | m w | 18.00 | 27 | 26 | 108.0% | 96.3% | 96.3% | 96.3% |
|  |  |  | 102x | m w th | 17.40 | 33 | 33 | 132.0% | 100.0% | 100.0% | 100.0% |
|  |  |  | 102x | m w th | 16.10 | 27 | 17 | 108.0% | 96.3% | 74.1% | 63.0% |
|  |  |  | 102x | mtwth | 9.10 | 26 | 24 | 104.0% | 100.0% | 100.0% | 92.3% |
|  |  |  | 102x | mtwth | 12.40 | 28 | 19 | 112.0% | 89.3% | 89.3% | 67.9% |
|  |  |  | 102x | mtwth | 15.00 | 26 | 23 | 104.0% | 100.0% | 100.0% | 88.5% |
|  |  |  | 102x | mtwth | 11.30 | 25 | 24 | 100.0% | 96.0% | 96.0% | 96.0% |
|  |  |  | 102x | mtwth | 11.30 | 33 | 27 | 132.0% | 93.9% | 87.9% | 81.8% |
|  |  |  | 102x | mtwth | 10.20 | 29 | 26 | 116.0% | 100.0% | 93.1% | 89.7% |
|  |  |  | 102x | mtwth | 10.20 | 30 | 28 | 120.0% | 100.0% | 96.7% | 93.3% |
|  |  |  | 102x | mtwth | 9.10 | 26 | 22 | 104.0% | 92.3% | 84.6% | 84.6% |
|  |  |  | 102x | mtwth | 9.10 | 25 | 19 | 100.0% | 88.0% | 84.0% | 76.0% |
|  |  |  | 102x | mtwth | 8.00 | 28 | 23 | 112.0% | 92.9% | 82.1% | 82.1% |
|  |  |  | 102x | mtwth | 8.00 | 28 | 28 | 112.0% | 100.0% | 100.0% | 100.0% |
|  |  |  | 102x | mtwth | 13.50 | 25 | 21 | 100.0% | 96.0% | 96.0% | 84.0% |
|  |  |  | 102x | mtwth | 12.40 | 27 | 26 | 108.0% | 96.3% | 96.3% | 96.3% |
|  |  |  | 102x | mtwth | 15.00 | 28 | 25 | 112.0% | 92.9% | 89.3% | 89.3% |
|  |  |  | 102x | mtwth | 10.20 | 28 | 27 | 112.0% | 100.0% | 100.0% | 96.4% |
|  |  |  | 102x | mtwth | 11.30 | 30 | 24 | 120.0% | 96.7% | 83.3% | 80.0% |
|  |  |  | 102x | t th | 18.00 | 30 | 25 | 150.0% | 90.0% | 83.3% | 83.3% |
|  |  |  | 110 | m w f | 13.50 | 38 | 34 | 126.7% | 92.1% | 89.5% | 89.5% |
|  |  |  | 110 | m w f | 8.00 | 40 | 31 | 133.3% | 90.0% | 80.0% | 77.5% |
|  |  |  | 110 | m w f | 12.40 | 35 | 33 | 116.7% | 97.1% | 94.3% | 94.3% |
|  |  |  | 110 | t th | 8.00 | 25 | 24 | 83.3% | 96.0% | 96.0% | 96.0% |
|  |  |  | 110 | t th | 12.45 | 40 | 38 | 133.3% | 97.5% | 95.0% | 95.0% |
|  |  |  | 110 | t th | 11.10 | 35 | 34 | 116.7% | 97.1% | 97.1% | 97.1% |
|  |  |  |  |  | mat | 883 | 772 | 111.5% | 95.5% | 91.2% | 87.2% |
|  |  |  |  |  | math/sci | 883 | 772 | 111.5% | 95.5% | 91.2% | 87.2% |
|  |  |  |  |  | Division Retention Rate |  | 87.4% |  |  |  |  |
|  |  |  |  |  | NAU | 910 | 798 | 110.2% | 95.8% | 91.7% | 87.8% |
| PAGE | L/F ARTS | COU | 102 | TH | 18.30 | 21 | 20 | 84.0% | 95.2% | 95.2% | 95.2% |

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| Site | Division | Prefix | Number | Days | start time (military) | Enroll Wk 3 | Enroll End | % of Cap | FTSE Rate | Wk 12 Rate | End Rate |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | COU | 21 | 20 | 84.0% | 95.2% | 95.2% | 95.2% |
| PAGE | L/F ARTS | ENG | 025 | M W | 8.00 | 15 | 13 | 50.0% | 86.7% | 86.7% | 86.7% |
| | | | 030 | M W | 9.15 | 18 | 15 | 60.0% | 83.3% | 83.3% | 83.3% |
| | | | 060 | M W | 10.45 | 11 | 8 | 36.7% | 81.8% | 72.7% | 72.7% |
| | | | 100 | T | 18.30 | 12 | 9 | 48.0% | 83.3% | 75.0% | 75.0% |
| | | | 101 | M T TH | 8.00 | 30 | 24 | 100.0% | 86.7% | 80.0% | 80.0% |
| | | | 101 | M W | 8.00 | 12 | 7 | 60.0% | 91.7% | 58.3% | 58.3% |
| | | | 101 | TH | 18.30 | 16 | 12 | 80.0% | 87.5% | 75.0% | 75.0% |
| | | | 102 | M W | 2.45 | 7 | 6 | 35.0% | 85.7% | 85.7% | 85.7% |
| | | | 135 | M | 16.00 | 5 | 2 | 25.0% | 100.0% | 40.0% | 40.0% |
| | | | 237 | T TH | 8.00 | 11 | 8 | 55.0% | 90.9% | 72.7% | 72.7% |
| | | | | | ENG | 137 | 104 | 55.0% | 87.8% | 73.0% | 73.0% |
| PAGE | L/F ARTS | HIS | 131 | T TH | 10.00 | 19 | 19 | 76.0% | 100.0% | 100.0% | 100.0% |
| | | | 136 | TH | 18.30 | 14 | 13 | 70.0% | 100.0% | 92.9% | 92.9% |
| | | | | | HIS | 33 | 32 | 73.0% | 100.0% | 96.4% | 96.4% |
| PAGE | L/F ARTS | MUS | 100 | W | 18.30 | 10 | 8 | 50.0% | 100.0% | 80.0% | 80.0% |
| | | | | | MUS | 10 | 8 | 50.0% | 100.0% | 80.0% | 80.0% |
| PAGE | L/F ARTS | NAV | 101 | M W | 16.30 | 20 | 20 | 100.0% | 100.0% | 100.0% | 100.0% |
| | | | | | NAV | 20 | 20 | 100.0% | 100.0% | 100.0% | 100.0% |
| PAGE | L/F ARTS | POS | 220 | T | 18.30 | 9 | 8 | 45.0% | 100.0% | 88.9% | 88.9% |
| | | | | | POS | 9 | 8 | 45.0% | 100.0% | 88.9% | 88.9% |
| PAGE | L/F ARTS | PSY | 101 | M | 18.30 | 12 | 10 | 60.0% | 91.7% | 83.3% | 83.3% |
| | | | 101 | T TH | 1.00 | 12 | 12 | 60.0% | 100.0% | 100.0% | 100.0% |
| | | | | | PSY | 24 | 22 | 60.0% | 95.8% | 91.7% | 91.7% |
| PAGE | L/F ARTS | SOC | 101 | W | 18.30 | 10 | 10 | 50.0% | 100.0% | 100.0% | 100.0% |
| | | | | | SOC | 10 | 10 | 50.0% | 100.0% | 100.0% | 100.0% |
| PAGE | L/F ARTS | SPA | 101 | T | 18.00 | 12 | 10 | 60.0% | 83.3% | 83.3% | 83.3% |
| | | | | | SPA | 12 | 10 | 60.0% | 83.3% | 83.3% | 83.3% |
| PAGE | L/F ARTS | SPC | 100 | T TH | 16.00 | 8 | 6 | 40.0% | 75.0% | 75.0% | 75.0% |
| | | | | | SPC | 8 | 6 | 40.0% | 75.0% | 75.0% | 75.0% |
| | | | | | L/F ARTS | 284 | 240 | 59.3% | 91.6% | 82.3% | 82.3% |
| | | | | Division Retention Rate | | | 84.5% | | | | |
| PAGE | MATH/SCI | BIO | 100 | M W | 18.30 | 13 | 9 | 65.0% | 69.2% | 69.2% | 69.2% |

| Site | Division | Prefix | Number | Days | start time (military) | Enroll Wk 3 | Enroll End | % of Cap | FTSE Rate | Wk 12 Rate | End Rate |
|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  | **BIO** |  | 13 | 9 | 65.0% | 69.2% | 69.2% | 69.2% |
| PAGE | MATH/SCI | CHM | 130 | T TH | 18.30 | 5 | 5 | 25.0% | 100.0% | 100.0% | 100.0% |
|  |  |  |  | **CHM** |  | 5 | 5 | 25.0% | 100.0% | 100.0% | 100.0% |
| PAGE | MATH/SCI | MAT | 055 | M W | 1.00 | 8 | 5 | 40.0% | 62.5% | 62.5% | 62.5% |
|  |  |  | 087 | M W | 1.00 | 13 | 11 | 65.0% | 92.3% | 84.6% | 84.6% |
|  |  |  | 121 | T TH | 16.00 | 24 | 18 | 96.0% | 95.8% | 83.3% | 75.0% |
|  |  |  | 151 | M W | 16.00 | 10 | 9 | 50.0% | 100.0% | 90.0% | 90.0% |
|  |  |  |  | **MAT** |  | 55 | 43 | 62.7% | 87.7% | 80.1% | 78.0% |
|  |  |  |  | **MATH/SCI** |  | 73 | 57 | 56.8% | 86.6% | 81.6% | 80.2% |
|  |  |  |  | **Division Retention Rate** |  |  | 78.1% |  |  |  |  |
| PAGE | OCC/VOC | ACC | 101 | T\TH | 17.00 | 23 | 16 | 92.0% | 87.0% | 69.6% | 69.6% |
|  |  |  |  | **ACC** |  | 23 | 16 | 92.0% | 87.0% | 69.6% | 69.6% |
| PAGE | OCC/VOC | BUS | 104 | T TH | 15.30 | 7 | 6 | 35.0% | 100.0% | 85.7% | 85.7% |
|  |  |  | 209 | M | 18.30 | 9 | 9 | 36.0% | 100.0% | 100.0% | 100.0% |
|  |  |  |  | **BUS** |  | 16 | 15 | 35.5% | 100.0% | 92.9% | 92.9% |
| PAGE | OCC/VOC | CIS | 102 | TH | 18.30 | 6 | 6 | 50.0% | 100.0% | 100.0% | 100.0% |
|  |  |  | 112 | T TH | 13.30 | 8 | 8 | 66.7% | 100.0% | 100.0% | 100.0% |
|  |  |  | 120 | M W | 18.30 | 19 | 18 | 76.0% | 100.0% | 94.7% | 94.7% |
|  |  |  | 122 | T | 18.30 | 6 | 6 | 50.0% | 100.0% | 100.0% | 100.0% |
|  |  |  | 123 | TH | 18.30 | 8 | 7 | 40.0% | 100.0% | 100.0% | 87.5% |
|  |  |  | 124 | T TH | 12.00 | 12 | 12 | 100.0% | 100.0% | 100.0% | 100.0% |
|  |  |  | 223 | M | 9.00 | 2 | 2 | 40.0% | 100.0% | 100.0% | 100.0% |
|  |  |  | 227 | M | 1.00 | 2 | 2 | 40.0% | 100.0% | 100.0% | 100.0% |
|  |  |  |  | **CIS** |  | 63 | 61 | 57.8% | 100.0% | 99.3% | 97.8% |
| PAGE | OCC/VOC | ECN | 204 | W | 18.30 | 6 | 6 | 24.0% | 100.0% | 100.0% | 100.0% |
|  |  |  |  | **ECN** |  | 6 | 6 | 24.0% | 100.0% | 100.0% | 100.0% |
| PAGE | OCC/VOC | ITC | 171 | f | 8.00 | 14 | 12 | 70.0% | 92.9% | 85.7% | 85.7% |
|  |  |  | 180 | mtwth | 8.00 | 15 | 14 | 75.0% | 100.0% | 93.3% | 93.3% |
|  |  |  |  | **ITC** |  | 29 | 26 | 72.5% | 96.4% | 89.5% | 89.5% |
| PAGE | OCC/VOC | MIT | 141 | T | 18.00 | 17 | 13 | 106.3% | 100.0% | 82.4% | 76.5% |
|  |  |  |  | **MIT** |  | 17 | 13 | 106.3% | 100.0% | 82.4% | 76.5% |
| PAGE | OCC/VOC | OIS | 100 | M W | 8.00 | 8 | 8 | 66.7% | 100.0% | 100.0% | 100.0% |
|  |  |  | 110 | M W | 9.00 | 6 | 6 | 50.0% | 100.0% | 100.0% | 100.0% |
|  |  |  | 130 | F | 8.00 | 8 | 8 | 80.0% | 100.0% | 100.0% | 100.0% |

| Site | Division | Prefix | Number | Days | start time (military) | Enroll Wk 3 | Enroll End | % of Cap | FTSE Rate | Wk 12 Rate | End Rate |
|---|---|---|---|---|---|---|---|---|---|---|---|
| PAGE | OCC/VOC | OIS | 200 | T TH | 10.00 | 8 | 8 | 40.0% | 100.0% | 100.0% | 100.0% |
| | | | | OIS | | 30 | 30 | 59.2% | 100.0% | 100.0% | 100.0% |
| | | | | OCC/VOC | | 184 | 167 | 59.9% | 98.9% | 95.3% | 94.4% |
| | | | | Division Retention Rate | | | 90.8% | | | | |
| | | | | PAGE | | 541 | 464 | 59.2% | 94.0% | 87.6% | 87.0% |
| W | l/f arts | art | 194 | th | 18.00 | 1 | 1 | 4.0% | 100.0% | 100.0% | 100.0% |
| | | | 195 | th | 18.00 | 7 | 7 | 28.0% | 100.0% | 100.0% | 100.0% |
| | | | | art | | 8 | 8 | 16.0% | 100.0% | 100.0% | 100.0% |
| | | | | l/f arts | | 8 | 8 | 16.0% | 100.0% | 100.0% | 100.0% |
| | | | | Division Retention Rate | | | 100.0% | | | | |
| W | occ/voc | AJS | 101 | w | 18.00 | 8 | 7 | 32.0% | 87.5% | 87.5% | 87.5% |
| | | | | AJS | | 8 | 7 | 32.0% | 87.5% | 87.5% | 87.5% |
| W | occ/voc | CIS | 112 | t | 18.00 | 7 | 7 | 28.0% | 100.0% | 100.0% | 100.0% |
| | | | | CIS | | 7 | 7 | 28.0% | 100.0% | 100.0% | 100.0% |
| | | | | occ/voc | | 15 | 14 | 30.0% | 93.8% | 93.8% | 93.8% |
| | | | | Division Retention Rate | | | 93.3% | | | | |
| | | | | W | | 23 | 22 | 23.0% | 96.9% | 96.9% | 96.9% |
| | | | Total for CCC (all sites): | | | 7270 | 6006 | 78.9% | 92.7% | 84.8% | 82.6% |

# Appendix F

## CCC 1996-97 Year-End Reports

# Year-End Narrative Report

## *Enrollment Management Committee 1996-97*

**Strategic Goals:**

Encourage and reward innovative learning strategies such as adragogy, learning communities, and linked courses.

Establish a district-wide recruitment/enrollment plan which promotes access for diverse student populations.

**Definition:**

Enrollment management is a process for reviewing community needs relative to the College's mission, for all educational programs and the management of allocation of resources (services, staff, facilities,) appropriately; based on existing planning documents and on-going assessment/planning activities; needs to be criteria based.

Enrollment management is the coordinated effort to influence the size and characteristics of the College's student body district-wide. Enrollment is "managed" through a variety of strategies including admissions, pricing (tuition and fees), financial aid, and advising. Well designed and well executed data systems and analysis are strategic to effective enrollment management.

**Activities:**

Established a list of questions that need to be addressed and answered institutionally in order to proceed with enrollment management and planning.

Identified the need to establish student tracking mechanisms to effectively plan enrollment management.

Identified three areas that need to be addressed by the College Leadership Team:

> Who should obtain and receive data collected in the enrollment management process?
> Who executes the decisions regarding the information?
> Who monitors the procedures/processes implemented?

The Committee determined that the most effective focus of the Committee currently was to address short-term target groups and recruitment strategies; until the issue of new campus development is addressed, the College is not positioned to determine future programs and/or services.

The Committee assessed potential target groups county-wide and suggested criteria for the selection and prioritization of recruitment target groups.

The Committee requested input from the Principle Committee on Institutional Effectiveness and from the Retention Committee regarding the definition of "student success".

## Year-End Narrative Report

### *Academic Standards 1996-97*

During the 1996-97 academic year, the Academic Standards Committee has approved, recommended, updated, or is currently working on:

- Academic Standards procedures and operating procedures
- Discussion of reading readiness of CCC students. A task force of faculty members is currently working on this topic.
- Updated admission status categories
- Updated Graduation Honors
- Recommended Scholastic Honors (Vice President's List and President's List)
- Recommended PIE's survey procedures
- Recommended the Philosophy of Learning Assistance for inclusion in the Catalog
- Updated Family Educational Rights and Privacy Act (FERPA)
- Approved a procedure for the transfer of General Education course between the Arizona Community Colleges
- Approved a new placement test for Math
- Defined the role of Academic Standards committee in placement testing
- Approved the updated General Education Value Statement
- Approved the articulation of ENG105 from NAU to ENG101 at CCC
- Currently working on Repeat procedures, defining role in placement testing, and Graduation requirements

# Year-End Narrative Report

## *Curriculum Committee 1996-97*

The following summarizes the accomplishments of the Curriculum Committee for the 1996-97 academic year.

The Committee approved the final rewrites for the procedure manual. The manuals were collected, old pages were removed and replaced with the newly adopted pages and then returned to their owners.

The Committee wrote new procedures for the transfer of TGECC courses. These procedures cover courses that match our own curriculum, courses that are not in our own curriculum but are being transferred from another Arizona community college where they are part of the transferring institution's TGECC, and the use of the waiver form for all other situations. The procedures spell out whose responsibility it is to initiate the transfer process for each scenario. These procedures were approved by the curriculum committee and then passed on to and approved in the standards committee.

The Committee performed its task of reviewing curriculum and approving appropriate curriculum. Attached is a list of all affected curriculum.

## Year-End Narrative Report

### *Faculty Committee 1996-97*

During the last year, the faculty have had numerous discussions and recommendations. The most important recommendations were:

- Compensation for Special Topics and Directed Studies Courses
- Book selling procedures
- Development of a faculty use room
- Student Evaluation procedures and form
- Faculty Evaluation procedures
- Faculty Accountability procedures
- General Education Value Statement
- Faculty Retreat

Program Review 9/10/96 The faculty gave their approval on the Program Review packet to be included in the assessment document.

Internship Procedures 11/5/96 The faculty approved a review of an instructional internship procedure.

Leave Request/Sub Form Design 11/19/96 The faculty gave their approval to Human Resources to revise the leave/request form.

Faculty room use; Books with disks 1/21/97 The faculty agreed to create a study/conference room out of the old mail room. The faculty further agreed to keep the disks of the books sold with disks. (Discussion of doing this but no written procedures.)

General Education Values Statement 2/18/97 The faculty was asked for suggestions on the rewriting of the General Education Values Statement.

General Education Values Statement 3/4/97 The faculty gave consensus to rewrite the General Education Values Statement.

Office artwork 3/18/97 The faculty gave Alan Petersen approval to hang artwork in the faculty offices.

Faculty Evaluation procedures 4/15/97 The faculty compiled a panel selection, adding one person outside of area. The panel will be comprised of 1 Division Chair, 1 person within area (mentor), and 1 person of choice outside of area. This was sent in for approval.

## Year-End Narrative Report

### *Student Evaluation Task Force 1996-97*

The Student Evaluation Task Force (SETF) was charged with making recommendations concerning the purpose of student evaluations, the procedures that should be followed for implementing them, and the design of an evaluation instrument.

The Committee has thoroughly discussed the problems and issues relevant to these questions, conducted focus groups with administrators, faculty, and students, and received additional suggestions from both full-time and associate faculty. The Committee has incorporated these suggestions into the development of the instrument to be used by students to evaluate faculty, instruction and the course. In the process of developing the instrument, we reviewed instruments from numerous institutions. These questions were modified and new questions were created in an effort to address the areas determined to be essential for classroom evaluation. A copy of the current instrument and the final draft of the revised instrument have been attached.

In addition to the development of the instrument, SETF is currently working with NAU on a procedure for processing the forms. The proposed method of processing will be more cost effective than the current system, as well as requiring fewer CCC personnel hours.

## Year-End Narrative Report

### *Retention Committee 1996-97*

The Retention Committee worked on three projects which started during the 1995-96 academic year. These projects were:

1. Teacher Profiles: a short bibliography and a list of courses taught by each instructor.
2. Mentor Program: development and implementation of a mentoring program utilizing faculty and staff as mentors for CCC students.
3. Student Tracking

At the beginning of the Spring semester, the Retention Committee determined that there was a need for a re-evaluation of the purpose and goals of the committee. The committee began work on the development of a mission statement and goals & objectives.

**PURPOSE/MISSION:** *to develop, implement and maintain strategies designed to create an environment at CCC conducive to students fulfilling their academic goals.*

**Goals & Objectives:**

1. Identify, analyze and collect data to determine retention needs and progress. (on-going)
2. Identify retention strategies in-use that are successful/unsuccessful - district wide. (what are we doing right?/wrong?)
3. Develop a Retention Plan:
    a. Research strategies used at other institutions
    b. Recommend implementation of these strategies
    c. Yearly plan
4. On-going assessment

## Year-End Narrative Report

### *Scholarship Committee 1996-97 activity*

Eddie Aguirre Scholarship
Recipients: 3
Total Dollars: $900.00

Community Book Scholarship
This money is generated from
the sale back of faculty books.
Recipients: 24
Total Dollars: $2,014.00

Governing Board Scholarship
Recipients: 54
Total Dollars: $12,350.00

Flagstaff Mall Scholarship
Recipients: 1
Total Dollars: $375.00

K. & G.W. Scholarship
Recipients: 2
Total Dollars: $750.00

Phoenix Scottish Rite Scholarship
Recipients: 2
Total Dollars: $1,600.00

Flagstaff Rotary Club Scholarship
Recipients: 1
Total Dollars: $500.00

Senior Citizens Waivers
Recipients: 18
Total Dollars: $860.00

Soroptomist International
Recipients: 3
Total Dollars: $2,000.00

Wells Fargo Bank
Recipients: 3
Total Dollars: $1,500.00

## Year-End Narrative Report

### *College Leadership Team Plus 1996-97*

CLT+ developed a Vision Statement:

> *"Through cooperative efforts and effective communication, provide leadership and innovation."*

In light of this Vision Statement, the following questions were asked:

1. What function does the CLT+ serve?
2. For whom does the CLT+ serve this function?
3. How does the CLT+ go about filling this function?
4. Why does the CLT+ exist (what broad need does it serve)?

The CLT+ Committee then spent time establishing the following goals:

Communication

- Learn and practice effective communication by listening
- Enable people to do their jobs without interference - encourage people to seek/listen to advice regarding their jobs
- Learn to ask for help and develop creativity for solving problems
- Focus on issues, not personalities or individuals

Organizational Development

- Define "Leadership"
- Define "Student Success"
- Model cooperative behavior for College community
- Recognize and remove barriers/boundaries
- Provide supportive environment that encourages risk-taking / forgives risk-takers
- Provide environment of trust, responsibility, and accountability
- Respect/value the perceptive of others
- Seek to arrive at win-win solutions

## Year-End Narrative Report

### *NAU/CCC Coordinating Council 1996-97*

The Council approved the inception of a sliding scale for the co-enrolled MAT101/102X classes along with the addition of MAT-110 sections. Approval was given to change the placement codes for English and, after a discussion regarding additional offerings in English, add ENG060 as a co-enrolled course.

The Council approved a new three-year Intergovernmental Agreement.

A proposal was approved for a pilot program for two Associate Degrees. This proposal outlined the teaching of lower-division NAU art courses, to be taught by CCC faculty, in a partnership program. The NAU courses to by taught by CCC faculty would be ART-100, ARF-111, 112, 121 and 122.

The Council approved a semester-by-semester billing concept for tutoring services provided by the NAU Learning Assistance Center for CCC students.

A new Articulation Agreement between the NAU-Department of Nursing and CCC was drafted and is currently being reviewed. Once approved by the Committee, the nursing agreement will become an attachment to the main IGA and reviewed on the same three-year cycle.

NAU Parking Services agreed to issue CCC five permanent visitor passes.

Because of concerns by both institutions regarding admissions, registration, the counting of students, and record keeping, the committee drafted New Rules for co-enrollment programs, experiments, etc...

A proposal is being reviewed for the issuance of joint student ID cards with Arizona Western College, NAU and CCC.

A proposal was approved for a 2+2 vocational/occupational program.

Investigations are being held to review the liability of CCC students using NAU facilities.

Because of download problems, problems with FTSE rosters, public relations implications and the tracking of student enrollment, the Committee put a moratorium on all co-enrollment courses, except for the two nursing classes, the "X" developmental math classes and the voc-ed classes until such a time as they get the appropriate people together to discuss criteria. This moratorium includes THR, ART and MAT-1110.

## Year-End Narrative Report

### *Benefits Committee 1996-97*

This year the Benefits Committee developed ways to enhance the benefits package for FY 1997-98. The following programs will be added to the benefits package effective July 1, 1997. These changes have been made possible based on the $15,000.00 refund the College received from Mutual of Omaha due to our low experience rate. These programs will be provided for one year. Prior to the end of the fiscal year the Benefits Committee will evaluate the effectiveness and cost of continuing the programs.

1. Associate Faculty and regular employees working 20 to 29 hours per week will be entitled to the Educational Tuition Fee Waiver.
   Cost: approximately $1,000.00

2. Wellness Program - Twelve month subscription to Vitality, Book of Vitality, quarterly supplement, complimentary ten issue subscription to Workplace Vitality and 24 hour access to Vitality on Demand.
   Cost: $1,199.00

3. Employee Assistance Program - Counseling & Family Resources, LTD. This program offers one to eight sessions per year, per employee and family member, per problem.
   Cost: approximately $4,790.00 which includes training and orientation.

The total cost to enhancing the benefit package is $6,989.00

# Year-End Narrative Report

## *Budget Committee 1996-97*

The Budget Committee began meeting in October. Its first item of business was reallocating student and Federal Work Study wages. Dori Cawley was selected as secretary. The budget guidelines were revised and updated as well as the budget process. It was agreed to streamline the process this year by having the Vice Presidents determine the requests for each of their areas that would go forth to the President and committee. The Priorities established for FY98 budgets are as follows:

Continued implementation of Compensation Plan
Fulfill commitments to the Page campus
Moving forward with Flagstaff campus/Learning Center
Increasing support for Instruction and Students

FTSE, as provided by the Institutional Researcher, 1625 was accepted. On April 18, 1997 a balance budget was achieved. All funds and positions were reviewed and consensus reached to support the budget to the President and District Governing Board at its May 1997 meeting.

## Year-End Narrative Report

### *Classification and Banding Committee 1996-97*

This year the Committee implemented a "Job Audit Questionnaire" to be completed by the employee and the supervisor. The purpose of this form was to assist in the job audit process. The Committee also implemented a team approach to conducting job audits to include interviewing the supervisor as well as the employee.

Although the Decision Band Method (which was adopted by the College) describes the difference between bands, this year the differences were more clearly defined to address the needs of the College. Also criteria defining the subgrades within the bands was provided to the Committee. This criteria was based on College practice over the last year.

# Year-End Narrative Report

## *Professional Development Committee 1996-97*

### Accomplishments of the Professional Development Committee:

- Defined Professional Development vs. Job Training
- Streamlined Professional Development Request Form / Reimbursement Procedures
- Developed process for Employee of the Year awards:
    a. Associate Faculty
    b. Classified Staff
    c. Administrative / Professional
- Based on survey results Convocation was revamped to meet the needs of faculty and staff. To meet these needs it was recommended that Convocation be sponsored and funded by Instruction.

### Activities Sponsored by the Professional Development Committee:

- Fall 1996 Convocation
- Service Year Award for Regular Employees and Associate Faculty
- The following College wide workshops:

    Meanwhile Back at the Ranch....
    Uniting for Excellence
    Teaching Portfolio Workshop (2-part)
    Program Level Assessment
    Training the Information Technology worker Implications for the Community College Instructor

- Spring 1997 Internet Training and Web Page Design
- Comic Vision Presentation - to address the needs of support staff in dealing with stress.

Number of requests approved by the Professional Development Committee
in 1996-97: 32
Dollar amount funded through these requests: $15,185.60

## Year-End Narrative Report

### *Environmental Health & Safety Committee 1996-97*
### *Emergency Response Management Team 1996-97*

Meetings were held weekly from November 26, 1996 through April 15, 1997. The prime object of these meetings was to write and gain approval of the Bomb Threat Procedures for CCC.

April 16th the draft Procedure went before CLT+ for its first review. April 18th the draft was circulated to all faculty and staff for review, comments were due on April 30th.

The Committee met on May 1, 1997, reviewed the comments received and made the necessary corrections. The final draft was then taken to CLT+ for approval.

The Committee was then given copies of the new Chemical Hygiene Plan for initial review. It was also circulated to all science instructors for review and comment.

The Committee will expand its scope and handle a broader range of safety and security issues starting in Fall 1997. It will meet weekly until these issues have been resolved, and acceptable procedures are developed to cover them. Topics for future discussion include:

Chemical Hygiene Plan
Campus Security
FERPA
Investigations Protocol
Children on Campus

## Year-End Narrative Report

### *BANNER High Level 1996-97*

Progress Student Information System (SIS) conversion to BANNER: implemented the conversion of Student Master data from SIS into General Person and General Student in BANNER. In process of converting Academic History data from SIS to BANNER.

BANNER Student Accounts Receivable Modules: Due to intense shortage of personnel resources the Committee opted for a fast track schedule of training, development and implementation in 10 months. These two modules were brought on-line April 28, 1997 for the Fall 1997 registration.

Oracle 7.0 X 7.2.3 upgrade: The Committee installed an RDBMS upgrade that included Forms 4.5 and Developer/2000 for all of CCC's Oracle BANNER database environments.

BANNER Referential Integrity (RI): RI has been installed to all of CCC's Oracle BANNER database environments.

BANNER workstation (PC) upgrades: Pentium CPUs/processor equip each workstation with minimum processing capabilities to run BANNER 2.1.x, and then added additional memory to older workstations to enable these machines at least to operate BANNER even at a much slower rate. It was decided that the faster workstations would be moved into critical functional processing areas with high volume of data entry.

BANNER 2.0.x to 2.1.x migration: The Committee upgraded the complete BANNER system from a character mode to a client/serve environment using graphical user interface (GUI).

BANNER Form Level to Role Level Security: The Committee implemented change from Form to Role Level security in order to accommodate new features in BANNER 2.1.x.

BANNER Financial Aid Module: Training and development has begun with this module.

BANNER Object:Access (O:A): Installed O:A feature for all CCC's Oracle BANNER database environments. Established Microsoft Access as CCC's end user ad hoc reporting tool to retrieve information from our Oracle BANNER database.